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ABSTRACT

This volume reports on a study to investigate the effectiveness of a developmental, individualized reading laboratory program at the middle-school and high-school levels. The program was developed and evaluated over a four-year period, at the F.K. Yonge Laboratory School, located at the University of Florida at Gainesville. Promising results during the first and second years led to field testing at a county high school, a suburban middle school, and a rural middle school. In each setting, group pretesting, individual goal-setting conferences, individual programming, 15 hours of reading-laboratory time, group posttesting, and final individual conferences were provided. Evaluation of program results indicated that the average pupil in the laboratory school read about one-fourth faster and with significantly better comprehension and that pupils in the field testing schools evidenced similar gains. In addition to discussion provided in the main text--a program description and analysis of the implications of this research for other schools--appendixes provide definition of terms, materials and equipment lists, reading-test ordering information, several sample programs, and a directory of schools adapting the model. Tabulations of data and a list of references are included. (KS)

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FIELD TESTING AND DIFFUSION OF AN EXPERIMENT IN DEVELOPMENTAL, INDIVIDUALIZED READING AT THE MIDDLE AND HIGH SCHOOL LEVELS

by

Hellen I. Guttinger

and

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January, 1977

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PREFACE

The need for the continuation of a planned, comprehensive, and systematic developmental reading program for pupils at the secondary level has been noted frequently in the literature since the early sixties (Cawelti, 1963; Cushenbery, 1972; Freed, 1972; Goodman & Niles, 1970; Hill, 1975; Schneyer, 1964; Simmons, 1963; H. K. Smith, 1965; Squire, 1965; Summers, 1969; Weppner, 1965). The availability of federal funds in the mid-sixties stimulated the growth and development of many reading programs through the middle and high school years (Graham, 1968; Martin, 1967). However, the literature concerning experimental practices in secondary reading indicates two major concerns.

The first concern is that many programs focus on remedial instruction directed only towards those students identified as retarded in reading skills (Early, 1969; Freed, 1973; Gordon, 1968). Despite the fact that numerous studies (Peyton & Below, 1965; Cooper, 1965; Ramsey, 1963; Young, 1956) report a lag between grade norms and mean achievement scores for pupils at all levels of reading achievement, beginning in grade four and increasing throughout the middle and high school years, reading instruction for the total group is often not provided. School-wide programs that provide reading instruction for average and gifted as well as remedial students are needed (Artley, 1968; Marksheffel, 1966; N. B. Smith, 1971).

The second concern is that detailed descriptions concerning the theory, mechanics, and substance of a program's instructional operations are lacking (Burnett, 1966; Herber & Early, 1969; Hill & Barton, 1971). Objective data which may provide guidelines for establishing programs designed to promote continued growth in reading skills for secondary pupils are needed. This becomes increasingly important as many state departments of education and school districts report their commitment to providing instruction in reading beyond the elementary grades (Freed, 1973). Additionally, as educators become increasingly accountable for the performance of students (Estes & Piercey, 1973; Saretsky, 1973), knowledge of the effectiveness of specific programs becomes a necessity.

During the fall of 1970, the central mission of the laboratory schools in the State of Florida became that of "centers for research and high risk experimentation sharply focused on the search for solutions to persistent problems in teaching and learning" (SUS of Florida, 1969). One of the first extensive research projects undertaken by the

P. K. Yonge Laboratory School at the University of Florida dealt with the above concerns in secondary reading.

Research Monograph Number 1 published in May of 1972 reported the pilot project results (Guttinger, Hines, Larsen, 1972). Since that time rigorous field testing has been conducted in three public schools in three additional counties in Florida. The present monograph reports the results of four years of study of the secondary developmental, individualized reading program at the Laboratory School and in the three field test schools. Additionally, it presents information concerning technical assistance and resources which are available to assist other schools in the implementation and development of their own programs.

CONTENTS

Page

ACKNOWLEDGMENTS ii

PREFACE vii

THE STUDY 1

DID IT WORK? 1

WHY DEVELOPMENTAL READING PROGRAMS AT THE SECONDARY LEVEL? 5

- Pupils with Reading Problems 5
- Status of Reading Instruction in Secondary Schools 6
- Reading Programs for Secondary Pupils at All Ability Levels 7

WHY THIS APPROACH? 9

- The Pupil as Partner in Individualizing Instruction 9
- What is Different About This Program? 10

HOW WAS IT DONE? 12

- The Pupils 12
- The Schools 12
- The Staff 15
- The Place 16
- The Program for Pupils in the Laboratory 17
- The Program for Pupils in the Control Group 23
- The Extension into the Content Area Classroom Following Participation in the Laboratory 25

WHAT DO THE DATA SHOW? 27

- Analysis of Data 27
- Research Designs 27
- Instrumentation 29
  - Diagnostic Reading Test 29
  - Stanford Reading Achievement Test 29

Over-all Results from the Laboratory School Sixth Graders 30
Procedure for Estimating Expected Growth 32
Reading Rate 35
    Laboratory School 35
    Comparison with NAEP Results 36
    Schools A and B 38
    School C 38
Reading Comprehension 39
    Laboratory School 39
    Schools A and B 40
    School C 41
Reading Vocabulary 42
    Laboratory School 42
The Below Average Reader 43
    Explanation of Regression Effect 43
    The Laboratory School 44
    Schools A and B 45
    School C 47
Does the Program Work for Everybody? 47

WHAT DOES THIS MEAN? 51

For the Average Pupil 51
For the Initially Low-Achieving Pupil 52
The Pupil Who Did Not Gain 53

WHAT ADDITIONAL RESEARCH IS NEEDED? 54

HOW CAN OTHER SCHOOLS IMPLEMENT THIS PROGRAM? ... 56

A Linkage Model for Dissemination 57
Technical Assistance Available in Implementation and Development 59
Staff 60
A Place 63
Furniture 63
Materials and Equipment Costs 63

APPENDIX I - DEFINITION OF TERMS 68

APPENDIX II - MATERIALS AND EQUIPMENT LISTS 70

APPENDIX III - READING TEST ORDERING INFORMATION ... 102

APPENDIX IVA - WORKSHOP MODEL 104

APPENDIX IVB - SAMPLE PROGRAM FOR FOUR-DAY WORKSHOP AT P. K. YONGE 109

APPENDIX V - PROGRAMS FROM SCHOOLS' A AND B WORKSHOP 117

APPENDIX VI - SAMPLE PROGRAM FOR THREE-DAY WORKSHOP IN PUBLIC SCHOOL 122

APPENDIX VII - SAMPLE NINE-WEEK PROGRAMS FOR PUPILS' AND READING LABORATORY DIRECTOR'S SCHEDULE 128

APPENDIX VIII - SAMPLE PROGRAM FOR THINK-TANK SESSION 137

APPENDIX IX - DIRECTORY OF SCHOOLS ADAPTING THE P. K. YONGE MODEL 140

REFERENCES 158

LIST OF TABLES

TABLE 1 - Tests Used to Measure Reading Comprehension, Word Recognition, Vocabulary, and Rate in the Laboratory School and School C 20

TABLE 2 - Tests Used to Measure Reading Comprehension, Vocabulary, and Rate in Schools A and B 21

TABLE 3 - Mean Changes on Paragraph Comprehension, Word Recognition, Vocabulary, Story Comprehension, and Rate for Sixth Graders at P. K. Yonge Laboratory School 1970 - 1974 31

TABLE 4 - Mean Changes in Reading, Rate, Comprehension, Word Recognition, and Vocabulary for Sixth Graders at P. K. Yonge Laboratory School 1970 - 1974 32

TABLE 5 - Changes in Reading Rate (Words Per Minute) by Grades and School Years with Eight Weeks Between Testing -- P. K. Yonge Laboratory School 36

TABLE 6 - Changes in Reading Rate (Words Per Minute) by Grades in Schools A and B 38

TABLE 7 - Changes in Reading Rate (Words Per Minute) by Tenth Graders in School C 38

TABLE 8 - Changes in Combined Story - Reading and Paragraph Comprehension Raw Scores for Sixth Graders at P. K. Yonge Laboratory School by Years 39

TABLE 9 - Changes in Total Comprehension Raw Scores by Grades and School Years -- Eight Weeks Between Testing -- P. K. Yonge Laboratory School 40

TABLE 10 - Changes in Total Comprehension Scaled Scores for Schools A and B by Grade 40

TABLE 11 - Changes in Total Comprehension plus Vocabulary Raw Scores at School C 41

TABLE 12 - Changes in Vocabulary Raw Scores for Sixth Graders at P. K. Yonge Laboratory School by Year 42

TABLE 13 - Changes in Vocabulary Raw Scores by School Years and Grades -- Eight Weeks Between Testing -- P. K. Yonge Laboratory School 43

TABLE 14 - Distribution of Changes for Pupils below the Fortieth Percentile or at Least One Grade Equivalent below Grade Level on Pretest 45

TABLE 15 - Changes in Reading Rate (Words Per Minute) for Initially Low-Achieving Pupils in Schools A and B 46

TABLE 16 - Changes in Comprehension Scaled Scores for Initially Low-Achieving Pupils in Schools A and B 47

TABLE 17 - Changes in Vocabulary Scaled Scores for Initially Low-Achieving Pupils in Schools A and B 47

TABLE 18 - Changes in Various Skill Areas during Recycle of P. K. Yonge Laboratory School Sixth Graders 49

TABLE 19 - Changes in Various Skill Areas during Recycle of P. K. Yonge Laboratory School Seventh Graders 49

TABLE 20 - Changes in Various Skill Areas during Recycle of P. K. Yonge Laboratory School Eighth Graders 50

LIST OF CHARTS

CHART 1 - Pre and post means in reading rate (words per minute) for grades six, eight, nine, and eleven at P. K. Yonge Laboratory School. 33

CHART 2 - Pre- posttest reading rates for sixth graders at the Laboratory School with changes -- 1970 to 1973. ... 37

CHART 3 - A linkage view of resource-user problem-solving. 58

FIELD TESTING AND DIFFUSION OF AN EXPERIMENT IN DEVELOPMENTAL, INDIVIDUALIZED READING AT THE MIDDLE AND HIGH SCHOOL LEVELS

THE STUDY

The purpose of the study was to investigate the effectiveness of a developmental, individualized reading laboratory program at the middle and high school levels. The program was developed and evaluated over a four-year period at the P. K. Yonge Laboratory School, University of Florida. Promising results the first and second years led to field testing at a high school serving an entire county, a middle school in a suburban community, and a middle school in a rural community.

The reading laboratory program in each school included group pretesting, individual goal-setting conferences, the planning of an individual program based on the improvement of reading skills considered important to the learner, fifteen student hours of practice in a reading laboratory, group posttesting and final individual evaluative conferences.

The laboratory program staff included at least one teacher-counselor, student assistants and in some instances, a paraprofessional. Classroom teachers were involved as team members in the laboratory during the time their students were participants.

DID IT WORK?

The study sought to answer several questions based upon fifteen hours in the laboratory distributed over six weeks. Data collected before, during, and after show the following:

1. Which measured skills changed significantly during the program at the Laboratory School?

Reading rate gains were significant at all grade levels every year. With one exception (37.6 words per minute) gains ranged from 50 to 81 words per minute. Unweighted mean gains for grades 6, 8, 9, and 11 were 64, 71, 54, and 62 words per minute. For the four years this averaged 63 words per minute.

Sixth graders made significant gains in 16 of 22 instances on paragraph comprehension, story comprehension, word recognition, vocabulary, and total comprehension.

Pupils in grades eight, nine, and eleven had five significant gains on comprehension out of ten changes. On three occasions they made four times the expected gain. The same pupils gained significantly on three of ten occasions on vocabulary. The remaining seven differences were apparently larger than expectation.

Large gains were not expected in comprehension and vocabulary in only fifteen hours of laboratory practice. It is important that pupils read twenty to twenty-five percent faster with modest to large gains in vocabulary and comprehension. Speed was not gained at the expense of understanding.

2. Which measured skills changed during field testing?

Pupils in grades six, seven, and eight in two middle schools made a mean gain of 53 words per minute. By grade levels they gained from 36 to 79 words per minute. All of these were significant.

The same pupils made significant gains in vocabulary at both middle schools.

The experimental group significantly outgained the control group on comprehension.

In field tests, increase in rate was slightly lower than in the Laboratory School, but gains in vocabulary and comprehension were more often significant than in the Laboratory School.

Pupils in the tenth grade at the field test high school averaged about 30 words per minute gains while in the laboratory. A series of measurements on five groups over one year indicated a mean monthly gain of 14.13 words per minute while in reading laboratory and 4.10 words per minute while not in laboratory.

On total comprehension and vocabulary three groups of tenth graders gained 5.59, 7.47, and 14.46 points. These were significant at .05, .05, and .001 levels. The mean monthly gain in the laboratory was 4.44 points. While not in the laboratory, the change was .63 points per month.

3. Is there a grade level at which the approach employed in this experiment is most effective in the improvement of reading?

In the Laboratory School rate increase varied between 57 and 63 words per minute over three or four years for grades 6, 8, 9, and 11. In the two middle schools, gains were 36, 74, and 57 words per minute for grades 6, 7, and 8. Tenth graders in the field high school had the lowest gain, about 30 words per minute.

Grades 8 and 11 performed a little better than grade 9 in the Laboratory School on vocabulary. A similar trend was noticed for total comprehension. On vocabulary and comprehension, there were no significant differences by grade levels in the middle schools. Tenth graders in the field high school gained significantly in all groups on comprehension and vocabulary combined.

4. How did initially low-achieving pupils perform during the experimental period?

Sixty-four and six-tenths percent of P. K. Yonge pupils, a year or more below grade level on a pretest, gained over a year in reading rate and 66.4 percent gained a year or more in reading comprehension. This compares with 70 to 75 percent gains for pupils at all achievement levels.

In the two middle schools low achievers-- those initially below the fortieth percentile--significantly outgained control groups on comprehension. The low group from one school significantly outgained high groups in both schools in comprehension.

On vocabulary, the middle schools' low groups significantly outgained the control groups and the initially high-achieving experimental groups.

On reading rate, the initially low-achieving experimental groups significantly outgained the initially high-achieving experimental groups, the low-achieving control groups, and the high-achieving control groups.

In the high school field test, a special low group (2 classes homogeneously grouped as under-achievers) gained 23 words per minute. They gained 4.21 points in comprehension but on a test not comparable to that used for other groups.

5. Are there sex differences in outcomes of the reading laboratory?

Results were carefully analyzed in the middle schools' study to see whether the traditional belief that girls tend to perform better in reading than boys would be true. Both sexes made equal gains on rate, comprehension, and vocabulary.

6. What does the program cost?

Initially the cost of the P. K. Yonge program was $30 per pupil for the nine-week program (Guttinger, Hines, Larsen, 1972, p. 3). Current estimates (1976) of cost are less than $40 per pupil. In a cost factor analysis of the Laboratory School Program and one of the field test middle school programs conducted by the State Department of Education, it was estimated that the cost was $1.13 and $1.09 (respectively) per pupil contact hour (Roberts, 1973).

Both sexes made

equal gains.

WHY DEVELOPMENTAL READING PROGRAMS AT THE SECONDARY LEVEL?

Developmental reading programs at the secondary level are needed because:

1. Studies for the last 20 years have shown a high proportion of middle, high school, and college students with moderate to very serious reading problems.
2. Instruction concerned with the teaching of the more complex skills in reading is a neglected area in many middle and junior high schools; it is almost ignored in senior high school.
3. Where instructional programs do exist in secondary schools, they are usually remedial and reach only a small number of pupils. There is a growing concern for the inclusion of developmental reading programs for pupils at all ability levels.

Pupils with Reading Problems

According to the U. S. Office of Education, Digest of Educational Statistics (U. S. Bureau, 1972) for the year 1970, one in four pupils in the United States failed to complete high school. Keppel's (1964) study of high school dropouts showed that 45 percent of those pupils failing to complete high school were reading below the sixth-grade level. Penty's (1956) comprehensive survey of pupils not completing their high school careers indicated 90 percent had reading problems.

Other studies report the large numbers of college students with reading difficulties. One national report indicated that one-third of all freshmen entering college in 1972 needed remedial help in reading (Open Admission, 1972). Publishers are producing college texts written at much lower reading levels because of reading difficulties students have encountered.

Status of Reading Instruction in Secondary Schools

A major study of exemplary U. S. high school English department programs in the mid-sixties reported that reading received less instructional time (2 percent) than any other language arts skill (Squire, 1965). Lietwiler (1967) found that less than three-fourths of the public high schools in the United States offer one or more recognized reading programs. In 1972, Research for Better Schools* (Freed, 1973) surveyed state departments of education and school districts selected at random throughout the United States to "augment the knowledge base before planning and designing an individualized, developmental reading system for the secondary level" (Freed, 1973, p. 195). The survey revealed that:

1. Approximately 34 percent of the junior high and 45 percent of the senior high schools surveyed offer no reading courses.
2. Only 28 percent of the junior high and 5 percent of the senior high schools required all students to take a reading course.
3. Less than 50 percent of the reading teachers and almost none of the English teachers who teach reading are certified. This was significant since reading was taught exclusively by the English teachers in 21 percent of the schools and by the reading and English teachers in 37 percent of the schools.
4. State departments set no minimum requirements for reading instruction in 90 percent of the junior high and 98 percent of the senior high schools.
5. Developmental reading alone or with remedial reading was viewed as a top priority recommendation by 89 percent of the state department respondents. School districts gave developmental reading alone or with remedial reading less of an emphasis with only 68 percent viewing it as a top priority recommendation.

Hill (1975) reported on 172 responding schools of 202 queried around Buffalo, New York. One hundred percent of the junior high schools, 90 percent of the middle schools, 77 percent of the junior-senior high schools and 62 percent of the senior high schools had some kind of organized reading activity. Sixty-five percent of those were started after 1965; 35 percent after 1970. Sixty-eight percent of the programs were developmental--less than the 78 percent classified as corrective and 74 percent classified as remedial. Even though found less often, developmental programs were rated of most importance to the total school program.

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*An NIE funded organization.

Reading Programs for Secondary Pupils at All Ability Levels

Major emphasis is placed on teaching all children to read throughout their primary years. Beginning in grades four and five interests become broader in scope and accordingly content becomes increasingly the focus of instruction. Numerous studies report that at this time reading gains for pupils at all achievement levels begin decreasing in acceleration. The gap between grade norms and mean achievement scores enlarges progressively throughout the middle and high school years.

The failure of schools to provide continued instruction for pupils at all achievement levels in the secondary school years overlooks several important facts. First, experience with compensatory programs (those which only include persons classified as remedial) over the past ten years have often been disappointing. Costs have usually been high and programs have been helpful to only a few pupils.

Secondly, average and superior pupils need to be challenged to acquire the skills necessary in today's world. Many complex comprehension, rate, vocabulary, and study skills can best be taught at the middle and high school level. Teenagers at all levels of reading achievement are ready to develop reading skills that could not have been learned in the elementary grades.

The study described in this monograph demonstrates that with a modest expenditure and investment in materials and staff development, middle and senior high schools can provide an educationally sound program for improving reading skills of pupils at all achievement levels in the secondary school.

The adolescent's need to be independent, committed, and responsible is recognized and the activities and environment of the laboratory provide for those needs.

Fifteen hours of laboratory experiences are extended over a period of six weeks.

WHY THIS APPROACH?

The Pupil as Partner in Individualizing Instruction

During the past decade there has been considerable emphasis on improving or individualizing instruction by defining behaviors or outcomes desired. These are useful measures from which inferences may be made, and they may be valuable in determining the effectiveness of a given program. However, to limit measurement of achievement to accomplishment of behavioral objectives set by teachers and state departments of education neglects one ingredient which has often in the past resulted in successful teaching and learning. That ingredient is capitalizing on purposes identified by the learner. Studies, over the past 40 years (Aiken, 1942; Alexander, Hines, and Associates, 1967; Mayhew and Edwards, 1936) have clearly indicated that when pupils have an opportunity to act on their own purposes, guided and helped by appropriate teaching, they exhibit marked superiority in learning over pupils taught by conventional methods usually acting on the purposes of others.

Our diagnostic and prescriptive efforts in the seventies have too often been external to the person involved. The mechanical test-drill-retest, with its emphasis on fragmented skills, focuses upon narrowly conceived goals. Knowledge and skills cannot be compartmentalized. They are related to the total person's growth. Instruction must reflect the relationships between the physical, mental, psychological and spiritual aspects of the person involved. The program description which begins on page 17 emphasizes our efforts at creating a learning environment in which growth in academics is simultaneously supportive of and supported by growth in each of the other areas.

In the developmental, individualized reading laboratory program we have assumed that the pupil has valid and valuable information about self as learner and that the pupil has a major role to perform in prescribing the treatment which is to occur based on that pupil's interests and purposes for wanting to become a better reader. We have viewed the pupil as a partner in our efforts to individualize instruction.

What is Different About This Program?*

1. It is based upon the developmental tasks associated with adolescence, including independence, commitment, and responsibility.

2. Pupils are working on an activity program designed to deal with each pupil's own aspirations for change.

3. Instead of segregating and labeling those most deficient in their reading skills, this program is for all pupils in the classroom.

4. The comprehensive program includes:

   a. Orientation to the reading program for all teachers and administrators in the school.
   b. Intensive staff development for teachers participating as team members in the program.
   c. Laboratory experiences for pupils (and in some instances their teachers).
   d. Extension of the reading process into content area classrooms following participation in the laboratory.

5. The short-term laboratory portion of the comprehensive program includes:

   a. Pretesting of pupils.
   b. Individual conferencing of pupils for interpretation of test results and setting goals by pupil.
   c. Six weeks of intensive skill-building activities based on needs as perceived by each pupil.
   d. Posttesting and evaluation conferences.

6. The role of the Reading Resource Teacher is more helping than directing. The teacher facilitates reaching the personal goals set by the pupil for reading improvement.

7. There is effective integration of the Reading Laboratory Director into the school program. The program provides visibility for the reading specialist/counselor in a way that he or she

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*A summary by J. B. Hodges, Vynce Hines, Janet Larsen, and Hellen Guttinger, in informal conference, April, 1975.

becomes a true resource person within the school. The laboratory program run by the specialist/counselor affords an opportunity for establishing credibility, assists teachers in becoming aware of what levels students are working at, what materials are available at those differing levels, and teaches teachers how to use them. We've heard about "individualizing" in education circles for many years now. This program provides opportunities for classroom teachers to see how it is done in a hands-on, easily visible manner.

8. Tangible evidence of significant growth can become a part of the ongoing program. There are many ways to provide hard data on the success or lack of success of a reading program. The program developers assume that most teachers can understand these ways and most teachers can learn to do them.

The pupil is viewed as a partner in planning and implementing a program and in evaluating personal progress.

HOW WAS IT DONE?

The Pupils

The study reported here covers four years. It included 724 laboratory school pupils in grades 6, 8, 9, and 11 (P. K. Yonge School), 598 pupils from grades 6, 7, and 8 in two middle schools (Schools A and B), and 416 tenth graders from an all-county high school (School C). The total number of pupils who participated was 1,738.

The Laboratory School was involved for four years. During that period data were collected from 221 sixth graders, 191 eighth graders, 129 ninth graders, and 183 eleventh graders who went through the reading program.

Pupils in Schools A and B were studied intensively for two nine-week periods during the 1973-74 school year. Pupils served in both experimental and control groups. There were 245 from sixth grade, 169 from seventh grade, and 184 from eighth grade.

The county high school (School C) provided data on 416 tenth graders who took part in the program during the 1972-73 school year.

In most instances, participation was required. In all but two cases (both in School C) classes were heterogeneously grouped and included pupils at all ability levels in reading.

The Schools

The P. K. Yonge Laboratory School was established in 1935 as a part of the College of Education, University of Florida. It is located in Gainesville, Florida, a middle class community in the north-central part of the state. Population of the K-12 school was approximately 920 each of the four years studied. Eighty percent of the pupils in the school identified themselves as white, 18 percent black and 2 percent other. The percent of males and females was equal.

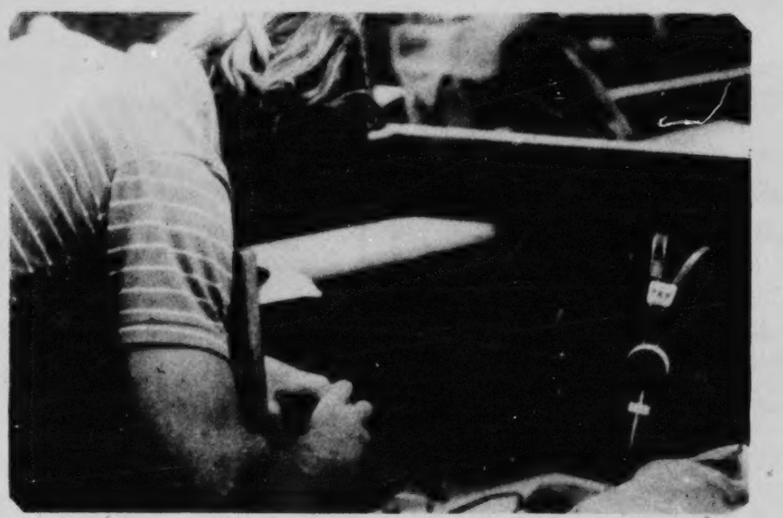
For thirty-five years pupils entered the Laboratory School on a first-come-waiting-list basis. In 1970 when the central mission of the School changed, (SUS, 1969) the procedure for admittance to the School was changed. In order to accommodate a pupil population which was more representative of the population of the State as a whole, pupils were admitted by income level and race to achieve that balance.

The K-5 pupil population of the School was multi-aged grouped (5- and 6-year-olds, 7- and 8-year-olds, and 9- and 10-year-olds). The middle school included pupils in grades 6, 7, and 8. Here, pupils were heterogeneously grouped by grade level. The high school included grades 9 through 12 and pupils were heterogeneously grouped. In both the middle and high school, pupils participated in the reading program during their regular Core class (combination social studies and language arts).

School A, located in a predominantly white, rural, lower-middle-class community on the west coast of Florida, had been a middle-grades school for six years at the time of the study. Population of the school was approximately 1,000 of which 86 percent identified themselves as white, 8 percent black, 4 percent American-Indian, and 2 percent other. Fifty-three percent of the pupil population was male. Pupils at the fifth and sixth grade levels were grouped in self-contained classrooms. Their classroom teacher accompanied them in the reading laboratory program. Seventh and eighth graders had a departmentalized structure but remained separated by grade level. The language arts teachers accompanied them in the reading program. During the 1973-74 school year all pupils in the school completed the nine-week reading program but only those pupils who participated from November through February were included in the present study.

School B, located in a predominantly white, suburban middle-class community in Northeast Florida, was opened in September, 1973. Population of the school was approximately 1,050 of which 96 percent identified themselves as white, 2 percent black, and 2 percent other. Fifty-three percent of the pupil population was male. The school was considered innovative in its multi-aged grouping of pupils, team teaching structure, and variety of curriculum choices available. During the 1973-74 school year approximately 600 pupils completed the nine-week reading program but only those pupils who participated from November through February are included in the present study. The pupils participated in the laboratory program within their teams which were selected on a random basis. Teachers accompanying them were teachers of math, science, language arts, and social studies.

School C is an all-county high school located in a small town in Northeast Florida. Thirty-nine percent of the pupils were bussed to the school from the surrounding rural areas. Population of the school was approximately 1,500 of which 67 percent identified themselves as white, 32 percent black, and 1 percent other. Fifty-one percent of the pupil population was male. During the 1972-73 school year approximately



Pupils who have completed the program
and received appropriate training
assist in the laboratory.

Reading Laboratory Program Directors
from public schools attend four-day
workshops at the Laboratory School.

475 tenth grade pupils participated in the reading program during their regular English class period. Complete data were available on 416 of these pupils. This sample included all pupils at the tenth grade level except for approximately 75 pupils enrolled in a work-study program who were not assigned to a regular English class.

The Staff

During the first year and one-half, the program at P. K. Yonge was staffed by a half-time teacher-counselor and a third-time graduate assistant, both trained in developmental reading laboratory procedures. In addition several eleventh grade pupils assisted in the laboratory after they had completed the program and had been given additional special training.

During the following two and one-half years a full-time teacher-counselor was assigned to the reading program. A third-time graduate or undergraduate assistant was assigned and a few pupils at the sixth through eleventh grade levels assisted as teachers in the laboratory.

Middle school language arts/social studies teachers accompanied their pupils to the laboratory. In most instances high school teachers did the same. Because of limited staff and occasional course schedulings that required other arrangements (such as mini-courses), there were a few occasions where pupils came without their classroom teachers.

Two teachers and one paraprofessional were hired to work in the Reading Program at School A during the 1973-74 school year. The director of the program had a master's degree in reading. The assistant director had a degree in physical education and had just begun university reading courses. The half-time paraprofessional was a high school graduate. Language arts teachers in School A accompanied their pupils to the reading laboratory.

A teacher with a master's degree in reading was hired to direct the Program at School B. Additionally, two school counselors with no formal reading background were assigned to work in the program two hours each day. A paraprofessional with a high school degree worked with the program four hours each day. Teachers from each content area within randomly selected school teams accompanied their pupils to the laboratory.

The Program at School C was directed by a teacher with a master's degree in reading. A paraprofessional aide with a high school degree was assigned to the program on a full-time basis. Three or four juniors and seniors who had received special training were assistants in the RIP (Reading Improvement Program) Room each period.

The Reading Laboratory Program Director in each school participated in a four-day developmental, individualized reading workshop to become familiar with the pilot model (see Appendix IVA, for description of workshop). During a preschool planning day, the total faculty in Schools A and B attended a one-day workshop which explained the purposes of the Reading Laboratory Program and focused on understanding individual differences in teaching and learning (see Appendix V for programs). Classroom teachers who were to accompany their pupils to the reading laboratory during the school year attended for an additional day. In School C, the Language Arts Department only attended a two-day workshop during the preschool planning workdays.

In each school workshop, teachers took a diagnostic reading test and participated in individual goal-setting conferences. In the reading laboratory setting, teachers became familiar with several materials by direct use while working on their personal skills in reading. Emphasis was placed on the value of the teacher's future participation as "learner" for a portion of the class period each time they were to come to the laboratory with their pupils during the school year. The classroom teachers also learned how to help pupils with materials, equipment, directions, and evaluation so that they might be team members with the reading laboratory staff.

By the third year in the Laboratory School, a number of language arts/social studies teachers felt they were familiar enough with the materials, student conferencing and laboratory procedures to become involved in all aspects of the program for pupils. This usually meant they assumed responsibility for conferencing, folder writing, etc., for one-third of their class while the reading laboratory director assumed responsibility for two-thirds of the class.

The Place

The reading laboratory in each school was housed in a special area. In the Laboratory School it was located in the learning resources center. In School A, it was located in two adjoining classrooms on the second floor of the original 1924 building. In School B, it was located in one of the several separate portable buildings brought on to the campus in September when the school's actual enrollment exceeded the expected enrollment by almost 200 students. Pupils in industrial arts classes at School C built the portable unit which housed the reading laboratory. The pupils wired, air conditioned, carpeted, painted and built carrels to equip the laboratory.

Each laboratory was equipped with a variety of materials such as programmed texts, controlled readers, reading kits, tapes, and pacers. Materials at the beginning-reading level through college-reading level were made available. Tables and chairs were placed informally to allow for comfort and minimum disturbance. The Laboratory School and Schools A and C also had twenty to twenty-four carrels available for student use (materials and equipment lists are found in Appendix II).

The Program for Pupils in the Laboratory

The full treatment for pupils lasted nine weeks and included diagnostic pretesting and individual goal-setting conferences during the first two weeks. The following six weeks fifteen hours were spent in the reading laboratory. During the ninth week students took a posttest and had an individual post-evaluative conference.

At the beginning of the program, reading laboratory teacher-counselors visited each classroom to explain the procedures of the nine-week program. The procedures were begun by administering standardized reading tests to the total class (see Tables 1 and 2).

After initial group testing, teacher-counselors scheduled individual conferences with each pupil in the experimental groups. An interpretation of the pupil's reading scores was given on the basis of percentile rank within the present grade placement. This provided an opportunity for each pupil to look realistically at self as a reader. Goal-setting by the pupil based on needs the pupil felt were important was encouraged. After the pupil decided which of the skills of reading to attempt to improve during the laboratory experience, assistance was provided by the teacher-counselor in developing an individualized program focusing on those defined needs.

A pupil could choose to work on areas of strength as well as weakness. The pupil was told that he or she was the best judge of what was helping. Pupils were encouraged to let teacher-counselors know when the materials assigned were not helpful in reaching the defined goals. The responsibility for growth in reading skills was thus given to the pupil.

Pupils came to the laboratory three times per week, During the six-weeks' laboratory experience, the teacher-counselors provided continuous guidelines for the effective use of materials and methods

In conference with the teacher-counselor, each pupil set goals for improvement.

The teacher-counselors were a readily available resource to pupils in selecting and using materials.

Conversation during the laboratory time helped keep communication open and establish personal relationships between each pupil and the teacher-counselor.

Table 1.--Tests Used to Measure Reading Comprehension, Word Recognition, Vocabulary, and Rate in the Laboratory School and School C

Grade	Test	Level	Score Based On	Maximum Scores		Forms Used
6 & 7	Diagnostic Reading Test (1967 and 1969 Edition)	Booklet I & II Lower Level	Raw Scores	Comprehension	42	Pretest A
				Story Reading	15	Posttest C
				Word Recognition	40	
				Vocabulary	60	
				Words Per Minute Rate	282 346	Pretest A Posttest C
8 - 11	Diagnostic Reading Test (1966 and 1967 Editions)	Survey Section Upper Level	Raw Scores	Story Comprehension	20	
				Vocabulary	60	Pretest A
				Paragraph Comprehension	20	Posttest D
				Words Per Minute Rate	568 628	Pretest A Posttest D

Table 2.--Tests Used to Measure Reading Comprehension, Vocabulary, and Rate in Schools A and B

Grade	Test	Level	Score Based On	Maximum Scores	Forms Used
Comprehension and Vocabulary					
6 & 7	Stanford Reading Achievement (1973 Edition)	Intermediate Level II	Total Correct Scaled Score	Comprehension 221 Vocabulary 239	Pretest A Posttest A
8	Stanford Reading Achievement (1973 Edition)	Advanced	Total Correct Scaled Score	Comprehension 221 Vocabulary 239	Pretest A Posttest A
Rate					
6 & 7	Diagnostic Reading Test (1967 and 1969 Editions)	Booklet II Lower Level	Words Per Minute	282 346	Pretest A Posttest D
8	Diagnostic Reading Test (1966 and 1967 Editions)	Survey Section Upper Level	Words Per Minute	568 628	Pretest A Posttest D

Demonstrating independence in learning

pupils corrected their own work

and

charted progress.

needed to implement change. Open communication with the pupil regarding progress was maintained. Conversation during the laboratory activity time was one means of achieving this. Another means was through both pupil and teacher-counselor written responses in the pupil's folder. Pupils corrected their own answer sheets, charted progress, and evaluated achievements each time they worked in the laboratory.

Classroom language arts teachers and/or homeroom teachers who had completed the two-day workshop on the philosophy of the reading program accompanied pupils to the laboratory. The teachers became catalysts in helping pupils meet their goals. They assisted with materials and all laboratory activities but were not involved in prescriptive or evaluative procedures such as writing in student folders. Most classroom teachers who accompanied their pupils to the laboratory spent a portion of their time during each session working on their own skills in reading. It was felt that this modeling effect of "teacher as learner" could have a positive influence upon pupils in the laboratory.

After pupils had spent fifteen hours (an average of eighteen sessions of fifty minutes each) in the laboratory working with materials and equipment designed to improve specific skills, posttests were given (see Tables 1 and 2). During a final individual conference, the teacher-counselor and pupil evaluated gains in reading achievement and success in assuming responsibility for improving personal reading skills.

The Program for Pupils in the Control Group

Control groups in Schools A and B participated in classroom-teacher-directed programs in reading during the November-December period. The treatments for control groups differed within School A and between School A and School B.

In School A, where the sixth graders were in a self-contained classroom, the teacher of the control group used the Open Highways basal text, levels 4 through 8. The teacher reported that she stressed the skills outlined in the Teacher's Manual. Both seventh and eighth grade control groups in School A were taught by the same English teacher. She reported that they worked on grammar, spelling, and "free" reading. Texts and materials used included: Dynamics of Language, Basic Goals in Spelling, Scope Magazine, and Read Magazine. "Free" reading referred to plays, short stories, and mini-mysteries read silently and aloud.

In School B, the major emphasis for all pupils during the November-December quarter was on the improvement of reading skills. Five randomly selected heterogeneous homeroom groups were assigned

Each session, teacher-counselors and pupils also communicate in writing.

Classroom teachers assist in the laboratory and work on their own reading skills.

to the Reading Laboratory Program, and all other pupils in the school, including the two homeroom groups who were randomly chosen as control groups, chose from the following selection of mini-courses:

- The Learning Spot (Remedial reading for small groups)
- Reading the Newspaper
- Introduction to Plays
- Introduction to Poetry
- Mystery and Horror
- Greek and Roman Mythology
- Modern Rock Poetry
- Enjoying Short Stories
- Trade Books as Literature
- Reading for Meaning
- Biography

The school's curriculum guide outlines the objectives and content of each mini-course (Catalogue of Courses, 1973).

The Extension into the Content Area Classroom Following Participation in the Laboratory

The present monograph has focused on the developmental, individualized reading laboratory portion of the comprehensive program. However, what happens in the content area classroom both prior to and following participation in the laboratory has been of major concern to the staff at the Laboratory School and in the many schools which have adapted the model (see Appendix IX for directory of schools).

Our initial hunches were that in order for the program to succeed, involvement of at least a total department within a school was necessary (Guttinger, Hines, Larsen, 1972, p. 34). Because of the individualized nature of the program, more than one adult was needed to conference pupils, write in folders, manage the laboratory when pupils were there and teach the use of many different materials at many different levels. It was assumed that with a moderate number of intensive staff development sessions, classroom teachers who were committed to assisting their pupils in changing reading skills could become effective team members in the laboratory.

As many schools began adaptations of the model the impact within the classroom itself became even more evident and exciting than had been predicted. Reading laboratory directors reported that teachers who had never approached them when they were in the role of reading specialist or resource person, were now, after working as team members in the laboratory, seeking their assistance in the classroom and within specific content areas. The laboratory program had provided visibility for the reading person and an opportunity for that person to establish credibility as a true resource person within the school. As a result of the demands for assistance within the classroom, following the laboratory experience, laboratory directors in many schools began allotting time for direct resource work with teachers in their quarterly schedules (see Appendix VII for sample schedule).

During the summer of 1974, five directors met at the Laboratory School for a three-week work session to produce handbooks of ideas for classroom teachers. Since their time was limited and they were interested in a product which could be useful to teachers, they narrowed their task to the areas of language arts, science, and social studies focusing at the middle school level. The resulting handbooks were distributed during the 1974-75 school year to classroom teachers in schools that had adapted the P. K. Yonge model. The classroom teachers' assistance was sought in revising and testing many of the suggested ideas.

The original handbooks have each been edited but, to date, only the science monograph (Guttinger, [Ed.], Garcia, Glickman, Goldstein, Kaiser, Parker, 1975) is available at a cost of approximately $2.00 each through the Florida Educational Research and Development Council Office, 126 Building E, University of Florida, Gainesville, Florida, 32611. The language arts and social studies monographs will be available in the spring of 1977 through the Laboratory School Dissemination Office.

The semi-annual Think-Tank Sessions (see Appendix VIII for sample program) which are held at the Laboratory School each year continue to focus on better ways of meeting the reading needs of pupils within specific content areas. Additional materials and monographs should be forthcoming.

WHAT DO THE DATA SHOW?

This monograph is not intended to repeat the extensive data treatment of the first monograph--An Experiment in Developmental, Individualized Reading; An Alternative to Performance Contracting (Guttinger, Hines, Larsen, 1972)--which covered the first year's experience in the P. K. Yonge Laboratory School. Rather, the data presented will build on that earlier analysis by reporting what happened for four years in the Laboratory School, for one year of field testing in an all-county high school, and for one year of field testing in two public middle schools.

Analysis of Data

In analyzing test results, a variety of statistical procedures was used. Arithmetic means were calculated for rate, comprehension, and vocabulary. In several cases, graphs were made showing pre and post means by grade levels and by years. For testing significance of differences, change scores were used. T-scores were calculated by dividing mean changes by the standard error of the mean change.

For the two middle schools in which a number of variables were studied, control groups were used and an analysis of variance was the primary statistical tool. This was followed where appropriate by Scheffé's (1956) procedure for making multiple comparisons among means.

Research Designs

Several experimental designs were followed. In the middle schools the design was a modification of the Campbell and Stanley (1962) institutional cycle design combined with the pretest-posttest control group design. In symbolic form it looks as follows:

	November		January		March
R	0_1		0_2		
R	0_3	X	0_4		
R			0_5	X	0_6

The R means that pre-experimental equivalence was achieved by random assignment. The 0's are tests. The X stands for treatment--participation in the reading program.

In the Laboratory School the design was less rigorous:

R	0_1	X	0_2						
R			0_3	X	0_4				
R					0_5	X	0_6		
R							0_7	X	0_8

While there was initial random assignment to classes at the Laboratory School, there were some departures at the request of teachers. For example, children who tended to catalyze disruption when they were together were sometimes separated. Since the groups did not have complete pre-experimental equivalence, pre- and posttesting of experimental and control groups would have been desirable. It was done only once.

In the county high school the design was as follows:

0_1	X	0_2						
0_3		0_4	X	0_5				0_{12}
0_6				0_7	X	0_8		
0_9						0_{10}	X	0_{11}

The broken lines indicate that groups were not equivalent. Some additional testing (0_{12}) was done to plot normal growth.

Instrumentation

Diagnostic Reading Test

The Diagnostic Reading Test (Triggs, et al., 1963) was used in pre and post evaluation of comprehension, word recognition, vocabulary, and rate in the Laboratory School and in School C. It was used to measure rate of reading in Schools A and B. This test has been extensively and somewhat critically reviewed in the fourth and sixth editions of the Mental Measurements Yearbook (Buros, 1953, 1965). Experience with the different forms (see Table 1) of the test over the four-year period at the Laboratory School indicated the forms used were comparable.

The following instrument data are given in the 1967 revision of the Diagnostic Reading Test Manual (p. 42). The reliability of each score is reported there as follows:

Upper Level		Lower Level	
Rates of Reading	.80	Booklet I - Word Attack	.85
		Comprehension	.86
Vocabulary	.89	Total	.91
Comprehension	.83	Booklet II - Vocabulary	.90
Total	.91	Rates of Reading	.80

Stanford Reading Achievement Test

The Stanford Reading Achievement Test (1973 Edition), Form A, was used to measure changes in vocabulary and comprehension at Schools A and B. In addition to its reliability and validity as a standardized test, the Stanford Reading Achievement Test was chosen because the format of the test is more like the format of most materials in the laboratory than other tests reviewed. Hayward's study (1967) indicated this to be an important consideration in testing. Since it was a 1973 Edition, the Stanford '73 Test also contained up-to-date content information of interest to participants.

Only one review of the 1973 Edition was available at the time of the study in the middle schools (Kasdon, 1974). However, the 1968 Edition was favorably reviewed in the Seventh Edition of the Mental Measurement Yearbook (Buros, 1972). Prior editions since the original publication of the Stanford Reading Achievement Test in 1922 have been favorably reviewed in previous editions of Mental Measurement Yearbook (Buros, 1938, 1940, 1949, 1953, 1959, 1965).

Namkin's research (1966) verified the stability of the Stanford Reading and Mathematics Achievement Test scores in a longitudinal study. Harcourt, Brace, Jovanovich, Inc., publisher of the Stanford Reading Achievement Test reported the following instrument data in the Teacher's Manual, Part II (1973, p. 15). The reliability of each score for each level is as follows:

Intermediate II		Advanced	
Reading Comprehension	.95	Reading Comprehension	.95
Vocabulary	.90	Vocabulary	.89

The selected standardization population was stratified on the basis of geographic region, size of city, socioeconomic status, and public and nonpublic schools. Norms were based on the performance of 275,000 subjects from 109 school systems in 43 states in three standardization programs (Technical Data Report, 1974). Twenty percent of the standardization population lived in the southeastern region of the United States. Since national population estimates include 22 percent of the population in the southeastern region, this was considered adequate representation for use in the present study.

Over-all Results from the Laboratory School Sixth Graders

The most comprehensive data available are from sixth graders at the Laboratory School. Results are reported in Tables 3 and 4 for 1970 to 1974 on paragraph comprehension, word recognition, vocabulary, and reading rate. Table 3 is a composite of results for two different classes each year which went through the reading laboratory during successive nine-week periods. These data through the winter of 1973 are from different forms of the Diagnostic Reading Test (DRT), lower level. During the spring of 1974, The Stanford Achievement Test (Intermediate Level) replaced the DRT and those results are also shown.

Table 3 indicates that with one exception (paragraph comprehension in 1972-73) real or apparent gains were made in comprehension, vocabulary, and rate for all sixth grade groups.

Table 3.--Mean Changes on Paragraph Comprehension, Word Recognition, Vocabulary, Story Comprehension, and Rate for Sixth Graders at P. K. Yonge Laboratory School 1970-1974

	1970-71 DRT Raw	1971-72 DRT Raw	1972-73 DRT Raw	1973-74 DRT Raw	1973-74 Stan. Ach. Raw	1973-74 Stan. Ach. Scaled
Paragraph Comprehension						
Post	30.94	30.76	24.01	24.70	49.85	181.70
Pre	28.42	28.78	24.28	18.89	44.14	174.14
Change	2.52	1.98	-0.26	5.81	5.71	7.56
Word Recognition						
Post	22.30	22.73	18.45	18.04	33.50	168.00
Pre	19.43	19.95	17.16	14.19	29.73	161.73
Change	2.87	2.78	1.29	3.85	3.77	6.27
Vocabulary						
Post	37.84	38.73	31.43	31.56	38.35	185.35
Pre	36.17	36.10	30.96	31.04	34.32	181.32
Change	1.67	2.62	.47	.52	4.03	4.03
N =	(60)	(61)	(45)	(27)	(28)	
Story Comprehension						
Post	10.80	10.22	8.52	10.05		
Pre	8.05	7.25	8.27	7.49		
Change	2.75	2.97	.25	2.56		
Rate						
Post	293.71	291.41	245.22	222.38		
Pre	241.82	210.20	195.24	158.47		
Change	51.89	81.21	49.98	63.91		
N =	(60)	(61)	(45)	(55)		

Table 4.--Mean Changes in Reading Rate, Comprehension, Word Recognition, and Vocabulary for Sixth Graders at P. K. Yonge Laboratory School 1970-1974

	Rate	Total Comprehension	Word Recognition	Vocabulary
1970-71	51.9***	5.27**	2.87**	1.67*
1971-72	81.2***	4.95***	2.78***	2.62**
1972-73	50.0***	-.01	1.29	.47
1973-74	63.9***	8.37***	3.85**	.52
Control Group 1970-71				
	20.6*	3.04**	1.41	-.89

*significant at .05
**significant at .01
***significant at .001

Table 4 summarizes, condenses, and indicates the significance of changes shown in more detail in Table 3. All rate changes are 30 or more words a minute more than the control group gain. Total comprehension, word recognition, and vocabulary changes are larger in ten of the twelve comparisons.

Procedure for Estimating Expected Growth

A comparison of pretest scores from Chart I (which is repeated from the first monograph for illustration purposes) shows that sixth graders at the Laboratory School had a pretest mean reading rate of 241.8 words per minute; eleventh graders had a pretest mean of 314.2 words per minute. The difference was 72.4 words per minute. This difference was used to estimate the normal growth rate per year in readin rate. Without a special program, and with a pupil population at the

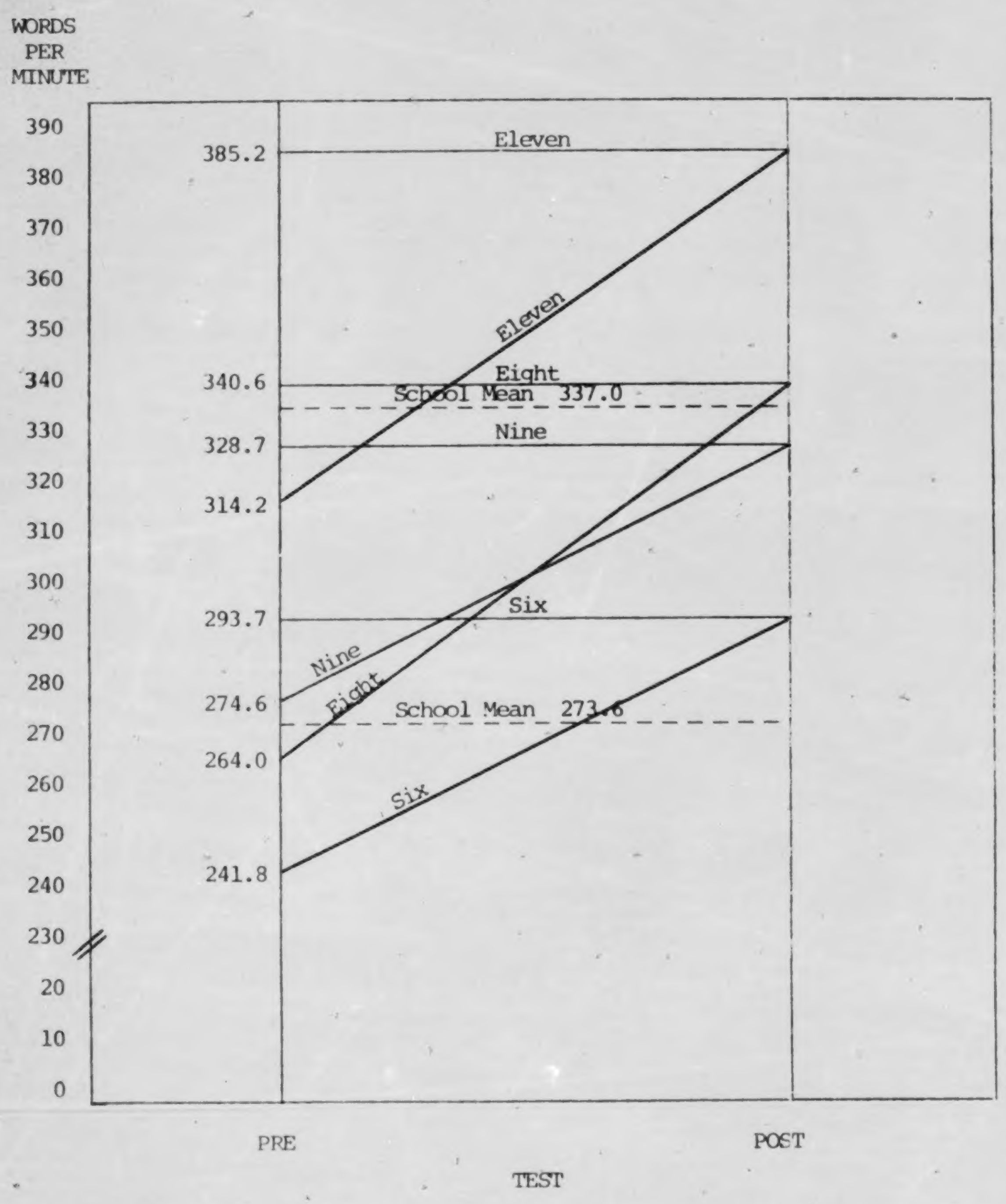


Chart 1.--Pre and post means in reading rate (words per minute) for grades six, eight, nine, and eleven at P. K. Yonge Laboratory School.

Laboratory School which changed very little over time, pupils gained 14 to 15 words per minute per year (72.4/5=14.48). Since pupils going through the reading laboratory had about 8 weeks between pretests and posttests it was assumed they could be expected to gain 8/36 x 15 words a minute or about 3.5 words per minute.

Pupils had about 8 weeks between pre- and posttests.

Using the same procedure with data from the two middle schools, annual growth rate from grade six to grade eight was 20 words per minute in one school and 22.5 in the other. Expected change over the reading laboratory period would be about 4.4 words per minute and 5.0 words per minute, respectively. The growth expectations predicted from both the Laboratory school and the middle schools' data are somewhat higher than those given in the test norms. Probably each school should calculate its own expected changes. This method could also be used to estimate expected gains in comprehension and vocabulary.

Having described how data from Chart I can be used to establish expected growth rates in the regular program, a second look is in order to see what happened to pupils who went through the reading laboratory. The information is reported by reading rate, comprehension, and vocabulary and subdivided by schools.

Reading Rate

Laboratory School

During the first year of the program, the sixth graders went from 241.8 words per minute to 293.7 words per minute, a gain of 51.9 words per minute. In doing this, they exceeded the pretest means of both eighth and ninth graders. The 51.9 is 15 times the increase of 3.5 expected in the eight weeks between testing. If the 51.9 change is divided by the 15 words per minute expected yearly growth, sixth graders have gained the equivalent of 3.65 years of normal growth. Statistically this change is significant beyond the .001 level. (See Table 5.)

Eighth grade pupils pretested 264.0 words per minute and had a posttest mean of 340.6 words per minute, surpassing the ninth graders' posttest results. The change of 76.6 words per minute was 22 times the expected change in eight weeks and was equivalent to 5.1 years of normal growth.

Ninth graders gained 54.1 words per minute, 15.5 times expectation over eight weeks, and the equivalent of 3.6 years of normal growth.

Eleventh graders gained from 314.2 to 385.2 words per minute, an increase of 71.0 words per minute. This is 20 times expectation for eight weeks and the equivalent of 4.7 years of normal growth.

When grades 6, 8, 9, and 11 were combined, the school average went from 273.6 words per minute to 337.0 words per minute, a gain of 63.6. This is 18 times expectation and the equivalent of 4.2 years of expected change.

Table 5.--Changes in Reading Rate (Words Per Minute) by Grades and School Years with Eight Weeks between Testing--P. K. Yonge Laboratory School

Grade	1970-71	1971-72	1972-73	1973-74
6	51.9	81.2	50.0	63.9
7				67.1
8	76.6	59.8	53.3	60.3
9	54.1	44.0	72.5	
11	71.0	72.6	37.6	
Expected Change	3.5	3.5	3.5	3.5

All changes were significant beyond the .001 level except grade 11, 1972-73, which was between .01 and .001.

Comparison with NAEP Results

The first report on reading from the National Assessment of Educational Progress (NAEP, 1973) showed that the national sample of 13 year olds were reading at 173 words per minute. Seventeen-year-old subjects read at 193 words a minute. This indicates an annual growth rate of five words per minute, much less than the 15 words per minute estimated in the Laboratory School and the 20 words per minute estimated in the middle schools.

When experts looked at these results they said that other studies put rates 30 to 50 words per minute faster. They also felt that reading rates could be double the rates found by NAEP in 1973.

For the 13-year-old subjects 2 x 173 = 346. For 17-year-old subjects 2 x 193 = 386. P. K. Yonge eighth graders posttested at 341 words per minute and eleventh graders posttested at 385 words per minute, close approximations to expert judgments of what was possible.

It might be questioned whether the first year's results might not be in part explained by novelty or the "Hawthorne" effect. A look at the changes which occurred in three subsequent years indicated that this is not the case. All changes are statistically significant beyond the .001 level. During the period reported above, almost all new pupils enrolled were from lower socioeconomic levels than those attending during the 1970-71 school year. Pretest scores tended to drop as the school moved to a socioeconomic composition approximating the State as a whole. Despite these drops in pretest scores, gains in rate while in the laboratory remained fairly constant. Chart 2 presents these data.

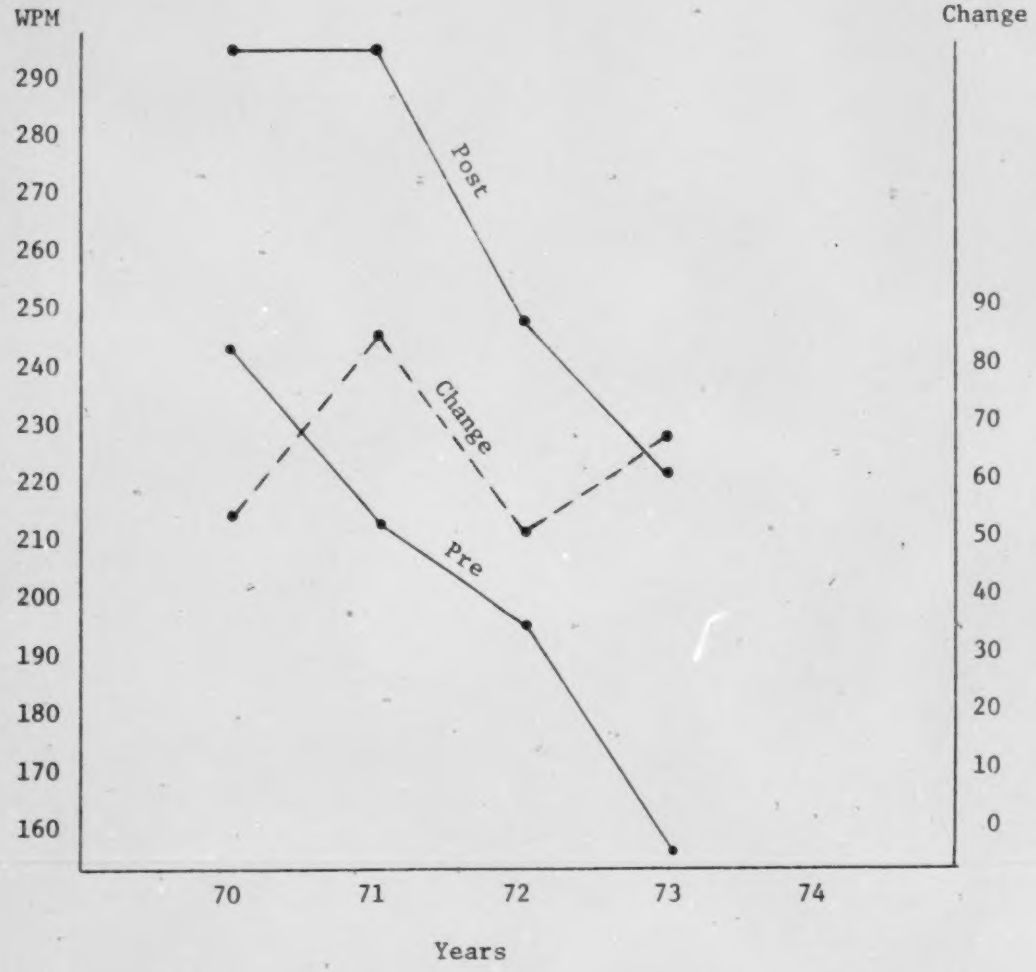


Chart 2.--Pre- and posttest reading rates for sixth graders at the Laboratory School with changes--1970 to 1973.

Schools A and B

For the two middle schools the gains in rate were on two levels of the DRT and are reported in Table 6.

Table 6.--Changes in Reading Rate (Words Per Minute) by Grades in Schools A and B

Grade	School A		School B		Combined	
	N	Rate	N	Rate	N	Rate
6	143	29.62**	67	45.90**	210	35.5**
7	49	(+)	71	41.64**	71	41.6**
8	65	59.78**	78	62.63**	143	61.3**
Expected Change		5.0		4.4		4.7

+omitted because of error in timing
**significant at the .01 level

The changes run from 7 to 14 times expectation. They are the equivalent of 1.3 to 3.1 years of normal growth. All are statistically significant beyond the .01 level.

School C

The tenth graders at the county high school changed as measured by the upper level of the DRT as indicated in Table 7.

Table 7.--Changes in Reading Rate (Words Per Minute) by Tenth Graders in School C

Grade	N	Rate
10	342	32,0**

**significant at .01 level

These changes are the equivalent of more than two years of normal growth. For the period in the reading laboratory they are six to seven times normal expectation. Some additional testing was done before laboratory pretesting and for maintenance. Monthly changes out of laboratory varied from .77 to 8.4 words per minute; in the laboratory monthly changes were 16 words per minute.

Reading Comprehension

Laboratory School

The evidence seems clear from the Laboratory School, the two middle schools, and the high school that reading rates increase for the classes studied. This would be worth little if comprehension decreased at the same time. What happened to comprehension? Laboratory School sixth graders' comprehension results on the lower level DRT are summarized from Tables 3 and 4 and presented in Table 8. No data are available over time to estimate expected change.

Table 8.--Changes in Combined Story-Reading and Paragraph Comprehension Raw Scores for Sixth Graders at P. K. Yonge Laboratory School by Years

Year	N	Raw Score	Level of Significance
1970-71	60	5.29	.01
1971-72	61	4.75	.001
1972-73	45	.55	n.s.
1973-74	55	8.77	.001

Another laboratory school group working with a skilled teacher on an intensive reading program in a self-contained classroom gained 3.04 raw score points in eight weeks. Three classes in the laboratory gained from one and one-half to three times as much as the self-contained control group.

Other classes, using the upper level form of the DRT, changed as indicated in Table 9.

Table 9.--Changes in Total Comprehension Raw Scores by Grades and School Years--Eight Weeks Between Testing--P. K. Yonge Laboratory School

Grade	N	1970-71	N	1971-72	N	1972-73	N	1973-74
8	49	-0.27	59	2.45**	51	2.71**	59	1.05
9	27	.63	45	.49	46	1.30*		
11	70	.53	72	1.71*	46	2.83**		

Expected Change 0.6 Points

*significant at .05 level
**significant at .01 level

Five of nine changes were significant. Eight of nine equaled or exceeded expected changes--in three cases by four or more times expectation.

Schools A and B

For the two middle schools, changes in total comprehension on the SAT are reported in the following table:

Table 10.--Changes in Total Comprehension Scaled Scores for Schools A and B by Grade

Grade	N	School A	N	School B
6	143	5.95***	67	11.24***
7	49	6.88***	71	10.22***
8	65	3.74***	78	6.59***

Expected Change 0.48 Points

***significant at the .001 level

All of these gains were significant beyond the .001 level. A combined increase for control groups from each school was 3.40. All the experimental groups exceeded the control group increase--in five cases from two to three times the control group increase.

School C

Table 11.--Changes in Total Comprehension plus Vocabulary Raw Scores at School C

Group	Time of Year	N	Change During Lab
I	(Nov - Jan)	97	5.59*
II	(Jan - Mar)	44	7.47*
III	(Mar - May)	70	14.46***
	Expected Change 1.20		

* .05 level of significance
*** .001 level of significance

Since vocabulary is included in the above data, these are not comparable to data from the Laboratory School. All the changes shown are significant, however. Based upon some additional testing, the mean monthly change outside the laboratory was .60 points; in the laboratory the mean monthly change was 4.59 points, more than seven times as much.

In summary then, the question of a possible loss in comprehension when reading rate goes up can be answered with a firm "No." In almost every instance, gains in rate were accompanied by gains in comprehension. Furthermore, where comparisons with either normal growth rate or control groups were possible, the gains in reading laboratory in comprehension greatly exceeded expectation or control group changes.

Reading Vocabulary

Changes in vocabulary over a short period of time are difficult to assess with a norm-referenced test. If the average adolescent is acquainted with 25, 000 words, then a 100-word vocabulary test represents only one-fourth of one percent of these. A pupil could learn one hundred new words while in the reading laboratory with a high probability that none of these would appear on the vocabulary posttest.

Laboratory School

Data on vocabulary for four years for the sixth grade are summarized from Tables 3 and 4 and presented in Table 12.

Table 12.--Changes in Vocabulary Raw Scores for Sixth Graders at P. K. Yonge Laboratory School by Year

Year	N	Changes
1970-71	60	1.67*
1971-72	61	2.62*
1972-73	45	.46
1973-74	55	.52
	Control Group	
1970-71	30	-.89

*significant at the .05 level

The first two of these are significant at the .05 level. All changes for the sixth grade experimental groups exceed the slight apparent loss for the control group.

For grades 8, 9, and 11, changes are reported in Table 13.

Table 13.--Changes in Vocabulary Raw Scores by School Years and Grades--Eight Weeks Between Testing--P. K. Yonge Laboratory School

Grade	N	1970-71	N	1971-72	N	1972-73	N	1973-74
8	49	1.62	59	1.33	51	2.81*	59	1.34
9	27	1.25	45	-.17	46	.29		
11	70	1.10	72	2.94*	46	6.76**		

Expected Change 1.2 Points

*significant at .05 level
**significant at .01 level

Two changes were apparently below expectation, others were at or above expectation. Three of the ten changes were significant at or beyond the .05 level.

The Below Average Reader

Explanation of Regression Effect

If pupils were selected for a remedial program because they were well below average on Form A of a given test, and were retested three times on Forms B, C, and D, they would show an apparent gain of at least one grade equivalent on at least one of the retests--with no remedial treatment at all! The reason for this--regression effect. Similarly, subjects who scored very high the first time would tend to score lower on later tests. Again the reason would be regression effect.

What is regression effect? It is a tendency for persons who are well above or below average on a test or a trait to be nearer the mean of their group on a second test or trait. The top ten pupils on an intelligence test will not all be among the top ten on a test of mathematics, science, or English. The children of very tall parents are usually not as tall as their parents. If a class "guesses" the answers on a true-false test, the chances are the class will average about half right. Some people will have bad luck and score low; some will be lucky and make high scores. On a second guessed test, both the low scorers and the high scorers should get about half right. This means the low scorers will increase, the high scorers will decrease. All of the above are examples of "regression" effect. Those farthest from the mean tend to "regress" most on subsequent performance.

When looking at the evidence concerning what happens to the below average reader--and the above average reader--care must be taken not to attribute all change to the laboratory experience when it might be regression or even the practice effect of pretesting. The best way to guard against these alternative explanations of change for the low and high achiever is to use a control group. If the experimental group makes a significantly greater gain than the control group, then the experimenter is on more defensible grounds in asserting that the treatment made a difference.

The Laboratory School

Scores were sorted for all 1970-71 P. K. Yonge subjects for grades 6, 8, 9, and 11. Pupils were identified who were either one grade level or more below the test norms for their grade or else they were below the fortieth percentile for their grade test norms. This sorting was done three times--for rate, for comprehension, and for vocabulary. Posttest scores were then divided into three groups: pupils who were lower on the posttest than the pretest; pupils who gained less than one grade equivalent; pupils who gained more than one grade equivalent. Results are shown in the following table.

Table 14.--Distribution of Changes for Pupils below the Fortieth Percentile or at Least One Grade Equivalent below Grade Level on Pretest

Grade	Rate			Comprehension			Vocabulary		
	G. E. Loss	G. E. 0-. 9	G. E. 1. 0 up	G. E. Loss	G. E. 0-. 9	G. E. 1. 0 up	G. E. Loss	G. E. 0-. 9	G. E. 1. 0 up
6	1	3	12	3	8	36	8	18	6
8	1	5	12	4	4	8	12	8	12
9	5	11	19	9	6	24	18	26	15
11	0	9	21	2	8	19	5	6	11
Totals	7	28	64	18	26	87	43	58	44
Percents	7. 1	28. 3	64. 6	13. 7	19. 8	66. 4	29. 6	40. 0	31. 8

About two-thirds of the subjects showed gains of one grade equivalent or more on both rate and comprehension. On the basis of regression and chance or probability perhaps one-third might have gained a year or more on vocabulary. Hence the vocabulary changes above could be explained by regression. But the gains in rate and comprehension are far beyond expectation purely on the basis of regression effect.

Schools A and B

When the middle schools' study was planned, a more rigorous design was built into the study to see what happened to initially low-achieving pupils. That design included initially low-achieving control-group subjects.

In the following tables, where confidence intervals are given this may be interpreted as an interval which would contain the true difference (i. e., one free from "regression effect", errors of measurement, etc.) 95 times out of 100 if the experiment were replicated many times. If the upper and lower limits of the confidence interval have the same sign, the difference is statistically significant. Both differences reported in Tables 15, 16, and 17 are significantly different from zero.

Table 15.--Changes in Reading Rate (Words Per Minute) for Initially Low-Achieving Pupils in Schools A and B

Group	N	Mean Change	Confidence Interval
Low Experimental	222	74.22	64.00 to 84.44
Low Control	54	22.65	12.59 to 32.70

Both of these mean changes would include regression, the possible practice effect of the pretest, plus almost any other variable except the laboratory experience which might account for the difference. This leaves 74.22 minus 22.65 or 51.57 words per minute increase associated with practice in the laboratory. Furthermore, the lower limit of the experimental confidence interval (64.00) is 31.30 words per minute above the upper limit (32.70) of the control group confidence interval. Since the intervals do not overlap the mean change for the experimental group is significantly greater than the mean change of the control group.

Table 16.--Changes in Comprehension Scaled Scores for Initially Low-Achieving Pupils in Schools A and B

Group	N	Mean Change	Confidence Interval
Low Experimental	198	5.39	4.16 to 6.62
Low Control	46	2.39	0.07 to 4.04

Both of these changes in comprehension are significantly different from zero. The two confidence intervals do not overlap. The experimental group change exceeds the control group change by 3.00 points. This difference in changes is associated with the reading laboratory experience and is significant.

Table 17.--Changes in Vocabulary Scaled Scores for Initially Low-Achieving Pupils in Schools A and B

Group	N	Mean Change	Confidence Interval
Low Experimental	203	4.05	3.25 to 4.86
Low Control	49	2.76	1.62 to 3.89

Vocabulary changes as shown above are statistically significant. The confidence intervals overlap slightly. The difference between the changes is 1.29 points. A difference this large or larger could occur by chance seven times out of a hundred rather than the five times out of a hundred required for significance in the present study.

School C

A special group of 43 pupils whom teachers had identified as "underachievers" went through the reading laboratory as separate groups in the county high school field test. This group increased 22.79 words per minute on reading rate. Their increase in comprehension and vocabulary combined was 4.21 points and was not significant.

The evidence definitely shows that the below-average learners progress more in rate and comprehension than can be accounted for by regression effect or normal growth. The evidence is not quite as clear for vocabulary but most changes are in the desired direction.

Does the Program Work for Everybody?

Not all pupils make satisfactory gains during reading laboratory. Some study has been made of these low achievers while in the laboratory. Low achievers here may be defined as pupils whose posttest score is the same or lower than the pretest score. Another way to define such pupils would be those who gain less than one standard error of a measure. If the standard deviation of a test were 40 and its reliability was .91, then the standard error of a measure is expressed as follows:

$$S_m = S\sqrt{1-r} = 40\sqrt{1-.91} = 40\sqrt{.09} = 40 \times 0.3 = 12$$

About 16 times out of a hundred a pupil will gain this much by chance. The gain will be two standard errors (24 points here) approximately two or two and one-half times out of a hundred, just by chance. For this study, the first definition was used--pupils who made no gain on the posttest.

Most groups going through the laboratory will have from under 20 percent to 35 or 40 percent who fail to show gains on at least one test. When these pupils are studied they are usually found to be what psychologists call "affiliation" motivated rather than "achievement" motivated (Smith, 1972). They also prefer extroversion as a means of interacting with the outside world according to the Myers-Briggs Type Indicator (Guttinger, 1974A; Guttinger 1975).

Several times groups of these pupils have gone through the laboratory a second time. If they go through a second time right away, results are disappointing. They tend to be bored and show little improvement. If they wait two or more months and try again, results are better as is indicated by the following tables on recycles of three different grade groups.

Table 18.--Changes in Various Skill Areas during Recycle of P. K. Yonge Laboratory School Sixth Graders

Skill Area	Changes		
	6A	6B	Mean
Rate[a]	35.8 **	43.7 **	39.8 **
Story Comprehension	1.13*	.79**	.96**
Vocabulary	1.78	.95	1.36
Word Recognition	1.35*	1.45	1.40*
Comprehension	.83	1.00	.92
Total Except Rate[b]	5.09*	4.19*	4.64*

[a] 56% made gains on recycle on rate
[b] 58% made gains on recycle on total except rate
*significant at .05 level
**significant at .01 level

All the above differences were positive. Six were significant at the .05 level and five were significant at the .01 level. While more than half gained on rate and total comprehension, about three-sevenths did not gain on the recycle.

Thirty seventh graders were recycled in 1972. Their progress is shown in Table 19.

Table 19.--Changes in Various Skill Areas during Recycle of P. K. Yonge Laboratory School Seventh Graders

Skill Area	Change	Number Gaining
Rate	100.00**	27 of 29
Story Comprehension	3.00**	24 of 30
Vocabulary	2.13	21 of 30
Word Recognition	3.00**	23 of 28
Paragraph Comprehension	1.67*	16 of 29
Total Except Rate	10.00**	26 of 28

* .05 level
** .01 level

Four of six gains were significant beyond the .01 level. Only the vocabulary change was not significant. By areas, the percent showing change varied from 55 to 93. Again, a few persons did not gain.

The last group to be recycled was an eighth grade class of 13 who had not shown gains their first time in the laboratory.

Table 20.--Changes in Various Skill Areas during Recycle of P. K. Yonge Laboratory School Eighth Graders

Skill Area	Pre Mean	Post Mean	Change	Number Gaining
Rate	287.4	332.6	45.2 *	9 of 13
Story Comprehension	9.57	12.07	2.50**	10 of 13
Vocabulary	25.14	30.29	5.14**	9 of 13
Paragraph Comprehension	8.93	11.07	2.14**	9 of 13
Total Except Rate	43.64	53.43	9.79**	10 of 13

*.05 level
**.01 level

From 69 to 77 percent showed real or apparent gains. All changes were statistically significant, four of them at the .01 level. Still, between one-fourth and one-third of those who were in the laboratory a second time failed to show a gain on the posttest.

WHAT DOES THIS MEAN?

For the Average Pupil

When the first reading monograph was published, some questions were raised about whether the "average" P. K. Yonge pupil was "average" for other schools or even for P. K. Yonge. Additionally, since the reading laboratory was new, there was a possibility of "Hawthorne" effect.

During the first year of the project the average pupil gained 63 words a minute in reading rate. During the first four years of the project, the average pupil gained 63 words a minute.

During the first year, there was a difference of 72 words a minute between sixth grade pretest results and eleventh grade pretest results. During the third year this difference was 71 words a minute. With the changing character of the pupil population at the laboratory school, pretest rates had dropped about 50 words a minute. Pupils were more "average." However, "normal" annual growth rate was about the same--14 words per minute. The reading laboratory and not "Hawthorne" effect seemed to make the difference.

In the two middle schools the test data indicated that normal annual growth in reading rate from grades six through eight was slightly higher than at P. K. Yonge.

During the first year of the study a 23 percent rate of increase was reported. For the four years in the Laboratory School the average increase in rate was 24 percent. In the middle schools the average increase was 26 percent.

The question was raised before, what good is it to read faster unless comprehension at least stays constant? During the first year at P. K. Yonge the modest gains in comprehension were not statistically significant except for the sixth grade. During the next three years all changes were positive and five of seven were significant. This means that the average pupil at the Laboratory School read about one-fourth faster and with significantly better comprehension.

In the middle schools all experimental groups made significant gains and five of six significantly exceeded their control groups.

In the county high school all changes in comprehension plus vocabulary were significant.

The average pupil in the field tests was reading faster with significantly greater comprehension.

The average pupil also knew more words at the end of the laboratory. Vocabulary scores increased nine of ten times in the Laboratory School and all six times among the middle school experimental groups. At every grade level, in the middle school field tests, experimental groups outgained the control groups.

It can be said again with even more confidence what was stated in the earlier monograph (Guttinger, Hines, Larsen, 1972):

> This means that pupils can cover material like that used in the test at a rate twenty-three [now twenty-four to twenty-six] percent faster than they could before they went into the laboratory. They can cover, in the same time period, from a fifth to a fourth more material. They could do a project in greater depth in the same time. They could do another course if they were carrying four which required this kind of reading. They could read five books for recreational reading in the time now required for four. (p. 23)

They could do any or all of these reading tasks with greater comprehension than before.

For the Initially Low-Achieving Pupil

In the first reading monograph, about sixty-five percent of pupils below the fortieth percentile on the pretest gained one or more grade equivalents on the posttest. About 32 percent gained this much on vocabulary.

Some or all of this gain might have been regression effect. To control for the possible influence of pretesting on posttest scores, for maturation, and for regression, the middle school study used control groups stratified by achievement level on the pretest.

The below average experimental pupils significantly outgained the control groups on rate and comprehension. On vocabulary the probability of the difference occurring by chance was .07 in favor of the experimental group.

The below average pupil gains on rate, comprehension, and vocabulary. These gains are above and beyond the practice effect of the pretest, maturation, or the regression effect of a below average initial score.

The Pupil Who Did Not Gain

A question asked in the first monograph was, "Would those pupils, especially the third of the initial low achievers, who did not make substantial gains at the end of the regular laboratory period gain if they went through a second, or if necessary, a third cycle?"

Two findings can be reported based on data collected since 1972:

1. Pupils do not show appreciable gains if the second cycle follows immediately after the first cycle.
2. If two or three months precede the second cycle, from 60 to 80 percent of the pupils will show satisfactory gains. Sixth, seventh, and eighth grade groups have averaged 44 to 100 word a minute increases in rate and one or more of these groups have made gains significant at the .01 level, in comprehension, word recognition, and vocabulary.

Between one-fourth and one-third failed to gain. This means that after two cycles in the reading laboratory about 90 percent of all pupils have shown gains on the posttest; about 10 percent have not.

WHAT ADDITIONAL RESEARCH IS NEEDED?

Some of the questions raised in the first monograph about additional research needed have been answered at least partially, but other questions remain.

Thus far no long-range study has been done following the same subjects through two, three, or more grade levels where they are in the reading laboratory each year.

Another useful study would be one attempting to find the optimum time in the reading laboratory. While most programs employ nine weeks (with six weeks in the laboratory), it is possible that four weeks in the laboratory might accomplish almost as much. Also, it would be useful to know if growth would continue for eight, ten, twelve or more weeks in the laboratory. A good design to test this could be the following:

R 0 X_4 0
R 0 0
R 0 X_6 0
R 0 0
R 0 X_8 0
R 0 0
R 0 X_{10} 0
R 0 0
R 0 X_{12} 0
R 0 0

The subscripts refer to the number of weeks in the laboratory. The control groups would have the same interval between testing. These groups could overlap.

Some informal testing of attitudes toward reading indicated that pupils developed better attitudes when their classroom teacher went through the laboratory with them. Randomization procedures plus pre- and posttesting should yield useful information. A possible design follows:

$$\begin{array}{llll} R & 0 & X_t & 0 \\ R & 0 & X_{nt} & 0 \\ R & 0 & & 0 \end{array}$$

The subscripts indicate "teacher" and "no teacher."

It would be hoped that improved reading skills and attitudes toward reading would result in more reading. Library records before and after the laboratory could be analyzed for quantity, level, and variety of reading done.

Much more work needs to be done on pupils who apparently make little or no progress in the laboratory. Again, preliminary studies (Guttinger, 1974, 1975) indicate that they may most often be extroverts on the *Myers-Briggs Type Indicator*. There is also some evidence that they tend to be affiliation motivated rather than achievement motivated (Smith, 1972). If further analysis confirms these, what additional strategies might be used to motivate these pupils?

Some laboratory directors have suggested that some pupils in the first and second stanines fail to profit from the reading laboratory. A series of case studies of these pupils would provide answers to whether or not other procedures are needed such as individual tutoring and if so, where should the cut-off point be?

Case studies of pupils who fail to gain after going through the laboratory twice could provide information about the need for screening some pupils who have problems which may be outside the scope of the reading laboratory.

HOW CAN OTHER SCHOOLS IMPLEMENT THIS PROGRAM?

The developmental, individualized reading program for the middle and high school years developed at the P. K. Yonge Laboratory School has demonstrated that reading rate, vocabulary, and comprehension can be substantially increased in six weeks of laboratory practice, both in the Laboratory School and in the public schools. Within four years, the P. K. Yonge model in secondary reading has spread to 84 schools (see Appendix IX for 1976-77 Directory of Schools). It is estimated that at least 35,000 pupils will be served during the 1976-77 school year as a result of the program's diffusion efforts.

How did the program grow from one school and 272 pupils to 84 schools serving 35,000 pupils in such a short time? How can additional schools become part of this network? What can be done to keep the innovation from dying out? Dissemination efforts have followed a carefully worked out but highly flexible plan including the following criteria:

1. Teacher-counselors must be initially prepared to start laboratories with three or four days' training. Hence, the initial investment in staff time must be very low.

2. Innovations have their best chance of acceptance when decision makers have first-hand experiences with them. Hence, the insistence that the minimum team from a school be an administrator and one or more teachers.

3. Not all problems can be solved and not all answers can be given in three or four days. Therefore, the dissemination plan must provide for a variety of ways to support the innovation over time.

With these criteria in mind, what was the dissemination model?

A Linkage Model for Dissemination*

The dissemination procedures used in the project provide for a continuing linkage between P. K. Yonge School as a resource and various schools who are users of the innovation (see Chart 3).

As a result of diagnosis of reading problems in the secondary school the P. K. Yonge Faculty developed a solution. These solution messages were disseminated across the State with the publication of Research Monograph #1 in April of 1972. Some schools throughout the State experiencing a similar need were searching for possible solutions. They responded to invitations to participate in one-day conferences or extended workshops. Through these workshops, a link was established between P. K. Yonge, the resource, and various user schools. The workshops were designed to assist representatives of various schools to fabricate and evaluate their own solutions. The individual conferences, held as a part of the workshops, helped participants to adapt the P. K. Yonge approach to their own situation and to make specific plans for its application in their school.

The importance of administrative thrust in supporting innovations was recognized. Accordingly, beginning in 1974, participants in the workshops were accepted on a first-come basis with top priority given to those schools who sent a team including the principal, a reading or classroom teacher, and a county level administrator.

The linkage between the user and P. K. Yonge School does not end with the workshop, however. As indicated in the chart, there is a provision for a feedback on solution effectiveness. This feedback may be in the form of responses to questionnaires, informal interaction with the reading research staff, consultative visits within the counties and/or schools, written correspondence, long-distance calls, or during the semi-annual "think-tank" sessions for reading laboratory directors and school administrators (see Appendix VIII for May, 1976 Letter and Program). Another important interaction occurs when reading laboratory directors, principals, and county office administrators serve on the staff for P. K. Yonge workshops (see Appendixes IVB and VI for sample programs).

The feedback from schools who adapt the program leads P. K. Yonge as the resource system to continue to evaluate and improve its solution. This results in improved message solutions to other schools as well as direct help to individual schools providing feedback on solution effectiveness. The history of many successful innovations is that once

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*Hellen Guttinger, Arthur Lewis, Vynce Hines, Spring, 1975.

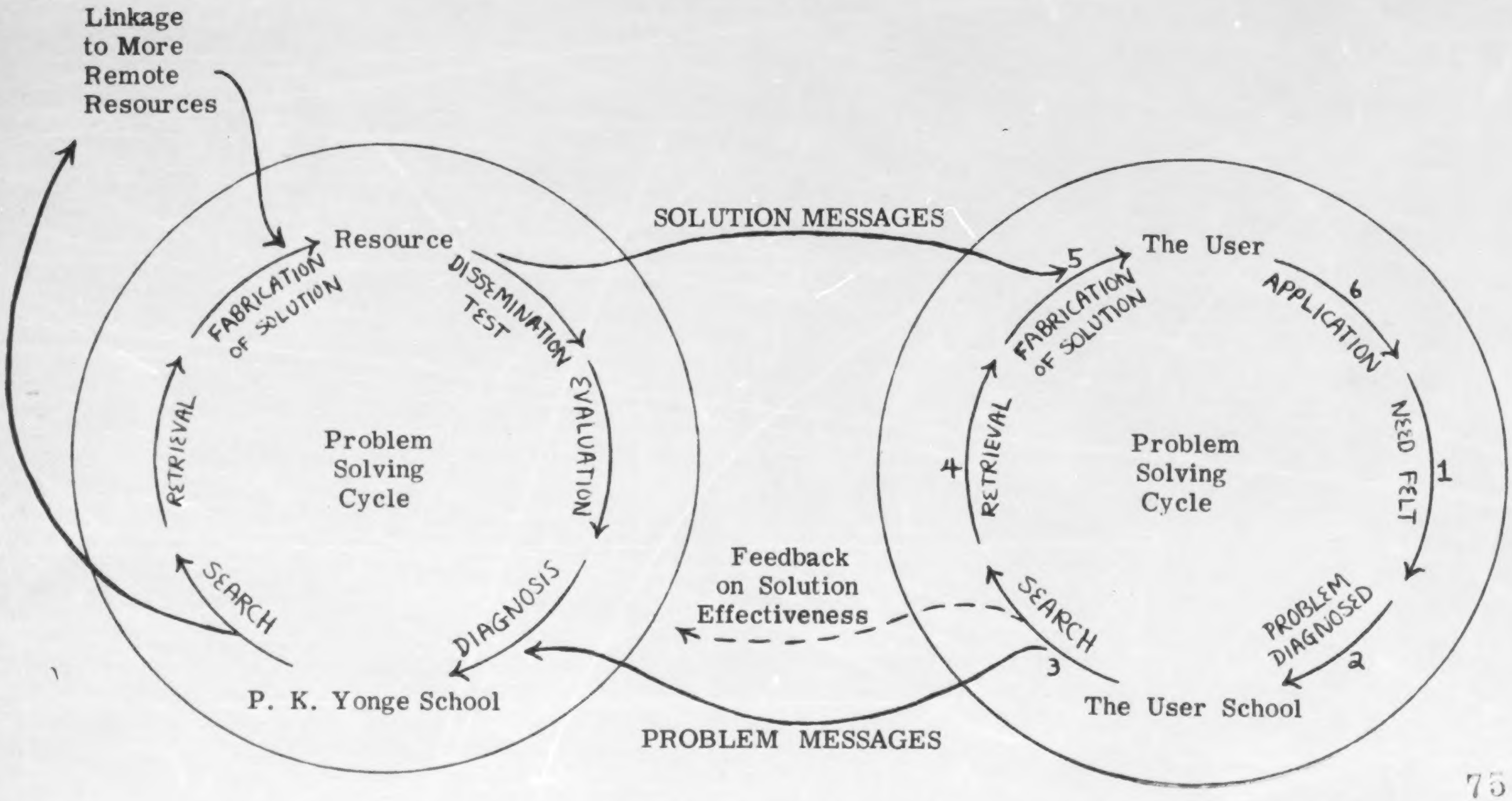
Linkage to More Remote Resources
Resource
FABRICATION OF SOLUTION
DISSEMINATION TEST
EVALUATION
DIAGNOSIS
SEARCH
RETRIEVAL
Problem Solving Cycle
P. K. Yonge School
SOLUTION MESSAGES
Feedback on Solution Effectiveness
PROBLEM MESSAGES
The User
5
FABRICATION OF SOLUTION
APPLICATION
6
NEED FELT
1
PROBLEM DIAGNOSED
2
The User School
3
SEARCH
RETRIEVAL
4
Problem Solving Cycle

Chart 3.--A linkage view of resource-user problem-solving*.

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*Adapted from: Havelock, Ronald G. Training of Change Agents. University of Michigan, 1972, p. 20.

the link between the resource system and the user system is broken, the innovation dies. The persons involved in the development of the P. K. Yonge model for secondary reading both in the Laboratory School and in adapting schools recognize that much of the success of the program will continue to depend upon this link.

Technical Assistance Available in Implementation and Development

Resource persons from the Laboratory School, and other departments in the College of Education, the Department of Psychology, and the Reading and Study Skills Center, University of Florida, as well as reading laboratory directors, principals, and county level administrators from schools adapting the program continue to provide workshops both at the Laboratory School and within a school district to provide technical assistance to school personnel who wish to begin a developmental, individualized reading program.

The four-day implementation workshops (see Appendix IVB for sample program) are held on the P. K. Yonge campus approximately four times each year (usually October, January, March, and July). For the first time in July of 1976, a minimum registration fee was charged to cover the cost of materials and travel expenses for staff from out of town.

The two- to three-day semi-annual "think-tank" sessions for school personnel who have implemented the program and want to come together to share problems and possibilities are held on the P. K. Yonge campus in December and April. There is no registration fee.

Three- or four-day workshops are conducted at cost within a school or district at the request of that district (see Appendix VI for sample program). Persons who would like to be placed on the mailing list to receive information on future workshops at the Laboratory School should contact:

Director, Reading Research Project
P. K. Yonge Laboratory School
1080 S. W. 11th Street
Gainesville, Florida 32611
905-392-1558 or 1555

Staff

Considering the amount of time required for the aspects of the program that are somewhat different from those of a regular classroom teacher (diagnosis, conferencing on an individual basis, folder writing, etc.) it is estimated that one full-time professional reading teacher-counselor and at least a one-third time paraprofessional assistant will be able to work with 90 to 120 pupils who come to the laboratory with their classroom teachers each quarter. This means that in a one-year period, approximately 400 to 450 pupils with their classroom teacher could participate for a nine-week period for each full-time reading person (plus a minimum of one-third paraprofessional assistance) assigned to the program. In schools where two full-time reading teacher counselors were employed, they shared the same laboratory and equipment but were able to stagger the schedule of pupils in the laboratory to accommodate six to eight classes per quarter (since pupils attend the laboratory only three times per week).

Additionally, in every school, pupils who had completed the program and received appropriate training assisted in the laboratory. Those pupils were not necessarily the "brightest and best" academically but were chosen on the basis of interest, industriousness, and willingnes to be helpful to other pupils. Often, they were pupils who had had very positive experiences themselves while working on their own skills in the reading laboratory.

As indicated on page 15, each school described in this study employed teacher-counselors with differing academic backgrounds and degrees of experience. Beyond these variations and the time factors described above, there are a few additional generalizations that can be made about staffing of the program. These generalizations have to do with the personal and professional qualifications of the persons chosen to direct the reading program. It comes as no surprise to most educator with whom the innovation is discussed that the degree of success felt as a result of the program is often directly related to variables outside the number of credit hours a teacher possesses in a specific academic field or in years of experience in teaching.

The following excerpts from a letter of recommendation for a person who was considered an outstanding teacher-counselor in the reading laboratory express the authors' biases concerning desirable personal qualifications of the reading teacher-counselor:

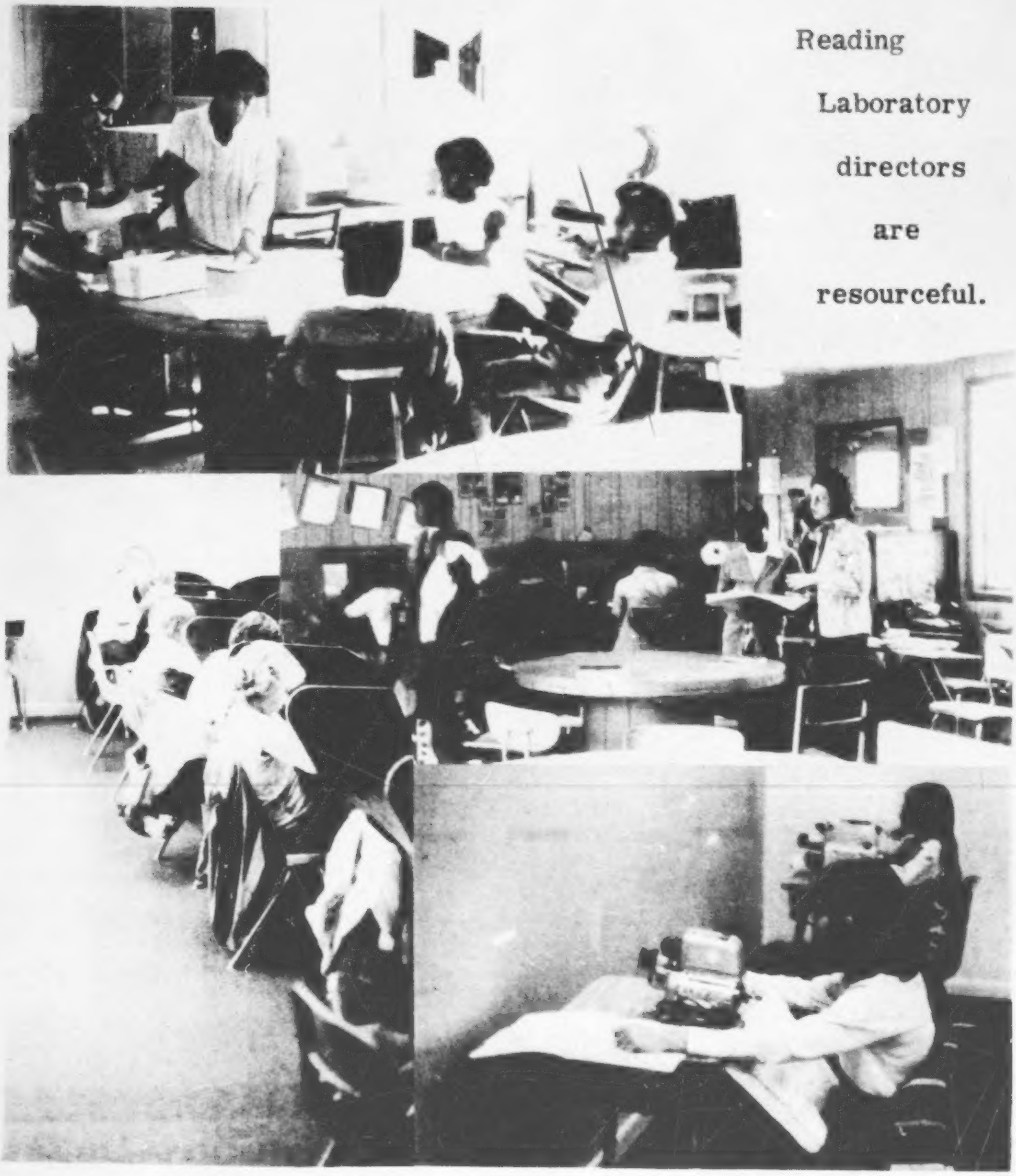
Over-all, her rapport and cooperativeness with other teachers in the laboratory, her warmth and caring yet high expectations with students, and her diligent and enthusiastic efforts with our total staff established her as a valuable member of the faculty. I would gladly hire her to work in our project again for the following reasons:

1. In her teaching, she is tenacious in her efforts to create an educational environment which invites students to learn. She spends long hours when necessary in preparation and yet remains flexible in meeting the daily individual needs of students in her class.

2. In her personal relationships with students, she is sensitive and keenly aware of their reactions and needs. She responds to these needs in appropriate ways, taking time to be reflective and responsive. She is willing to risk true involvement with students. She is willing to deal directly with the pains in growing as well as the joys. She encourages students to work toward independence in achieving personal growth.

3. Professionally, she has a high degree of commitment to education and the development of people. She is enthusiastic about learning and the human potential in education. She is concerned about growth in her peers and functions in a way that allows those around her to have room for growth.

4. Personally, she has an uncanny sense of good judgment. She makes decisions based on much reflection and sound reasoning. She has an almost innate sense of right and wrong and quietly shares this with others in a responsible way. She is dependable, conscientious, and of strong moral character.



Reading Laboratory directors are resourceful.

A Place

Schools adapting the program have housed it in a variety of places including:

A corner of the library or media center;
A large regular classroom;
Two adjoining classrooms with wall between;
Two adjoining classrooms with wall removed;
A portable classroom built by students;
A new building especially designed with the reading laboratory adjacent to the library and guidance offices.

Furniture

The furniture recommended by laboratory directors is listed in Appendix II. As indicated there, each laboratory should be equipped with a minimum of twelve wired carrels and sufficient electrical outlets. In some schools, providing the rewiring that was necessary to accommodate the equipment was a major obstacle in implementation. Since carrels are an expensive item, many schools have chosen to have industrial arts classes build them at quite a savings.

Reading laboratory directors have been resourceful in decorating the laboratories. They have been known to become carpet installers and painter apprentices in the process. Hanging and standing plants, area rugs, newly covered over-stuffed chairs, bright colored pillows, and tables and chairs placed informally allow for comfort and minimum distractions in the laboratories. Several PTA's have happily taken this as a project as well.

Materials and Equipment Costs

The first recommendation made to persons beginning a developmental, individualized reading laboratory is to take a good inventory of what is available at present in your school. Our experience has been that there are excellent materials and equipment already on hand in most schools which might be used in a laboratory. A second recommendation is that teachers and administrators visit other schools in their area which have begun a laboratory. (The names, addresses, and phone numbers of 86 Florida and Georgia schools are listed in Appendix IX).

Entering the door at the end of the hall made going to the reading laboratory no different than going to the library.

Closing the door made two full-sized classrooms.

Ask a lot questions about materials these directors would recommend if they were beginning a new laboratory. Describe your student population and their interests. Ask about materials that appeal to those interests.

Hire a director who has recently set up a laboratory to come to your school for a day and go over your inventory, making suggestions for materials and equipment already on hand which could be substituted for the "starter list" recommendations.

In the first monograph (Guttinger, Hines, Larsen, 1972), all inventoried materials and equipment in the reading laboratory at P. K. Yonge were listed. This was done in an effort to report objectively the cost and source of what had been used in the experiment and to avoid recommending specific materials or companies. Unfortunately, many schools used the information as a recommended list for ordering and equipping laboratories. This resulted in several schools' receiving some out-dated and less effective materials.

In order to combat this and yet try to remain as objective as possible in our choices, approximately 35 directors, teachers, and county office personnel who attended the May, 1976, Research and Evaluation Workshop and Think-Tank Session were asked to consider two situations in compiling a recommended materials list. The first list was to be as comprehensive as possible including the materials and equipment found most beneficial. A second list was to include those items which were basic to equipping a laboratory when only six or seven thousand dollars were available to a school.

During July, 1976, four outstanding reading laboratory directors, Ms. Anita Buck (Alachua), Ms. Coralie Glickman (Palm Beach), Ms. Barbara Kaiser (P. K. Yonge), and Ms. Bennye Milton (Citrus) met with the authors to go over the recommendations made in May. At that time, a comprehensive materials list was made complete with reading level, format of material, interest level, purchase level, catalog numbers, unit prices, number of units, and publishers' names and addresses. An equipment list included name, unit price, number of units, and company. The basic items list constructed in May was modified and became the "Starter List Recommendations for Middle and Junior High School" and the "Starter List Recommendations for Senior High". This information is presented in Appendix II.

APPENDIXES

APPENDIX I

DEFINITION OF TERMS

Definition of Terms

For the purposes of this study, the following definitions are applicable:

Developmental reading refers to the process of providing for reading improvement and development of all or most pupils at a grade level or school.

Individualized refers to a major organizational focus on individual learning activities as opposed to grouping for instruction.

Initially low-achieving students refers to those students who scored below the fortieth percentile on national norms during pretesting. These are the students most likely to be included in remedial classes in other studies.

Learner's Purposes refers to the personal goals for the improvement of reading skills expressed by the student during the individual goal setting conference and throughout the reading program.

Middle grades refers to grades six, seven, and eight.

P. K. Yonge Model for Secondary Reading refers to a program for reading improvement which initially included group pretesting, individual goal-setting conferences, the planning of an individual program based on the improvement of reading skills considered important to the learner, fifteen student hours or practice in a reading laboratory, group posttesting, and final individual evaluative conferences. It has developed beyond the intensive laboratory program to include follow-up in the content area classroom. The present monograph focuses on the reading laboratory program.

Reading Laboratory refers to a specific reading environment equipped with a variety of materials at many levels of instruction.

Teacher-Counselor refers to a professional teacher or counselor who works with pupils in the Reading Program. This term is used to designate two specific functions of the adult's role: instruction and facilitation.

APPENDIX II

MATERIALS AND EQUIPMENT LIST

Materials and Equipment Lists*

A comprehensive list of materials and equipment for a secondary developmental, individualized reading laboratory is presented on the following pages. Materials are divided into five sub-groups: Vocabulary, Comprehension, Rate, Study Skills, and Survival Skills. The items are coded in the following way:

READING LEVEL refers to grade levels or the range of grade levels at which the material is written as designated by publishers.

INTEREST LEVEL refers to content interest levels designated by publishers as follows:

e - elementary
m - junior high or middle school
s - senior high school
hl - specific high interest/low reading level materials

PURCHASE LEVEL refers to either senior high school (S) or middle-junior high school (M) and are recommendations made by reading laboratory directors as the most appropriate levels for purchase and use.

FORMAT refers to type of material or equipment as follows:

B - book
C - cards
CR - controlled reader
F - flas-x
FS - filmstrip
G - game
K - kit
L - language master
P - pacer (accelerator)
PB - paperback book
R - record
T - tape
WB - workbook
WS - worksheet

UNIT PRICE refers to cost for individual items listed.

# of UNITS refers to reading laboratory directors recommendations for numbers of each item needed.

PUBLISHERS refers to name of company only. Addresses for publishers are listed on pages 98 through 100.

ADDITIONAL SKILLS refers to those skill categories included in the material which are not the primary category.

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*A discussion of the criteria for placement of items contained in these lists is found on page 65 of this monograph.

MATERIALS LIST

Vocabulary

Reading Level	Format	Interest Level	Purchase Level	Material Name & Catalog Number	Unit Price	# of Units	Publisher	Additional Skills
3-12	WB, T	h/l	M/S	Target Green Vocab. Kit 46201	237.00	1	Addison-Wesley	
2.5-12	WB, T	h/l	M/S	Target Blue Structural Analysis 46101	237.00	1		
1-12	WB, T	h/l	M/S	Target Yellow Phonetic Analysis 46050	237.00	1		
1-2	WB	h/l	M	Picto-cabulary: Basic Word Set A	69.95	1	Barnell-Loft	
3-4	WB	e/m/s	M	Words to Eat	36.95	1		
3-4	WB	e/m/s	M	Words to Wear	36.95	1		
3-4	WB	e/m/s	M	Words to Meet	36.95	1		
5-9	WB	e/m/s	M/S	Picto-cabulary 111	36.95	1		
5-9	WB	e/m/s	M/S	Picto-cabulary 222	36.95	1		
5-9	WB	m/s	M/S	Podunk & Such Places	36.95	1		
5-9	WB	m/s	M/S	Odd Words and Expressions	36.95	1		
4-6	WB, FS, T	e/m/s	M	Wordcraft 1	74.90	1	Communacad	
6-8	WB, FS, T	m/s	M/S	Wordcraft 2	49.90	1		
8-10	WB, FS, T	m/s	M/S	Wordcraft 3	49.90	1		
10-Coll	WB, FS, T	s	S	Bergan Evans	104.00	1		
1-3	K	h/l	M	The Sound Foundation Program	14.95	1	Developmental Learning Materials	
2-9	WB	e/m/s	M/S	Syllabication - Complete Set	21.95	1	Dexter & Westbrook	
1-2	WB	h/l	M	Rhyme Time - Complete Set	12.95	1		
1-9	WB	e/m/s	M/S	Reading Homonyms - Complete Set	52.95	1		

Vocabulary

Reading Level	Format	Interest Level	Purchase Level	Material Name & Catalog Number	Unit Price	# of Units	Publisher	Additional Skills
1-3	WB	h/l	M	Reading Homographs A	9.95	1	Dexter & Westbrook (continued)	
	WB	h/l	M	Reading Homographs B	9.95	1		
	WB	h/l	M	Reading Heteronyms C	9.95	1		
	WB	h/l	M	Mastering Multiple Meanings A	9.95	1		
	WB	h/l	M	Recognizing Word Relationships	9.95	1		
R-1	WB	h/l	M	Tach X-Word Recognition Book RA-AA	2.10	3	EDL	
R-1	C	h/l	M	Flash X-Set FX-AA 319501-4	6.50	1		
2	WB	h/l	M	Tach X-Word Recognition Book BA 319102-7	2.10	3		
2	C	h/l	M	Flash X-Set FXBA 3190502-2	4.75	1		
3	WB	h/l	M	Tach A-Word Recognition Book CA 319103-5	2.10	3		
3	C	h/l	M	Flash X-Set FX-CA 319503-0	4.75	1		
4	WB	h/l	M	Tach X-Word Book DA 319104-3	2.60	3		
4	C	h/l	M	Flash X-Set FX-DA 319504-9	4.00	1		
5	WB	h/l	M	Tach X-Word Book EA 319105-1	2.60	3		
5	C	h/l	M	Flash X-Set FX-EA 319505-7	4.00	1		
6	WB	h/l	M	Tach X-Work Book FA 319106-X	2.60	3		
6	C	h/l	M	Flash X-Set FA 319506-5	4.00	1		
7	WB	s	S	Word Clues Book C7 346007-9	2.90	2		
7	C	s	S	Flash X-Set X-27 346527-5	4.00	1		
8	WB	s	S	Word Clues Book H 346008-7	2.90	2		
8	C	s	S	Flash X-Set X-28 346528-3	4.00	1		
9	WB	s	S	Word Clues Book I 346009-5	2.90	2		
9	C	s	S	Flash X-Set X-29 346529-1	4.00	1		
10	WB	s	S	Word Clues Book J 346010-9	2.90	2		
10	C	s	S	Flash X-Set X-30 346530-5	4.00	1		
11	WB	s	S	Word Clues Book K 346011-7	2.90	2		
12	WB	s	S	Word Clues Book L 346012-5	2.90	2		
12	C	s	S	Flash X-Set X-32 346532-1	4.00	1		

Vocabulary

Reading Level	Format	Interest Level	Purchase Level	Material Name & Catalog Number	Unit Price	# of Units	Publisher	Additional Skills
13	WB	s	S	Word Clues Book M 346013-3	2.90	2	EDL (continued)	
13	C	s	S	Flash X-Set X-33 34533-X	4.00	1		
2-3	WB, T	h/l	M	Clues No. 1			Educational Progress	
3-4	WB, T	h/l	M/S	Clues No. 2				
4-5	WB, T	h/l	M/S	Clues No. 3 Complete Set 1-5123	325.00	1		
R-1-2	WB, G	h/l	M	Mini-Veritech Board, BK 1-2	9.90	1	Educational Teaching Aids	
3-7	WB, G	e/m/s	M/S	Senior Veritech Board, Bks 3-7	11.25	1		
R-3	WB	h/l	M	Electric Company Activity Book 1	8.95	1	Electric Company	
1-4	WB	h/l	M	Electric Company Activity Book 2	8.95	1		
3-8	C	e/h/l	M	Set A Word Analysis Practice 349417-4	3.90	1	Harcourt, Brace, Jovanovich	
			M	Set B Word Analysis Practice 349425-5	3.90	1		
			M/S	Set C Word Analysis Practice 349433-6	3.90	1		
				Phonics Crossword Puzzles				
1	WB	h/l	M	Book A	.88	2	McCormick-Mathers	
2	WB	h/l	M	Book B	1.04	2		
3	WB	h/l	M	Book C	1.04	2		
				Teacher's Edition (Book A)	1.04	1		
				Teacher's Edition (Books B & C)	1.52	2		

Vocabulary

Reading Level	Format	Interest Level	Purchase Level	Material Name & Catalog Number	Unit Price	# of Units	Publisher	Additional Skills
				Stanford McGraw-Hill Vocabulary				
6-12	WB	m/s	S	Stanford 1 07-060757-5	1.56	2	McGraw-Hill	
6-12	WB	m/s	S	Stanford 2 07-060758-3	1.56	2		
6-12	WB	m/s	S	Stanford 3 07-060759-1	1.56	2		
6-12	WB	m/s	S	Stanford 4 07-060760-5	1.56	2		
6-12	WB	m/s	S	Stanford 5 07-060761-3	1.56	2		
6-12	WB	m/s	S	Stanford 6 07-060762-1	1.56	2		
				Spectrum Series				
2-6	WB	e/m/s	M	Word Analysis L1-6			McMillan	
3-7	WB	e/m/s	M	Vocabulary Development L1-6				
4-8	WB	e/m/s	M	Comprehension L1-6	152.97	1		
5	K, G	h/l	M	Learning Games - Kit E	48.75	1	Rand	
4-6	K, C	m/s	M/S	Wordpacer	35.00	1	Random House	
6	WB	m/s	S	Growing Word Power #281	.75	2	Reader's Digest	
				Teacher's Edition #282	.75	1		
1-4	K	e	M	School House Word Attack Skills Kit - 3-207700	84.65	1	SRA	
4-9	K	m/s	M/S	Vocabulab 3 Programs 3-3800	95.25	1		

Vocabulary

Reading Level	Format	Interest Level	Purchase Level	Material Name & Catalog Number	Unit Price	# of Units	Publisher	Additional Skills
4-9	FS	h/l	S	New Adventures in Language - Complete Unit	105.00	1	Troll	
	T, WB	h/l	S	Vocabulary Development-Complete Unit	77.70	1		
	C	h/l	M/S	100 Blank Cards for Language Master	6.00	2	Trumble (Bell & Howell)	
K-12	C	e/m/s	M/S	Pre-recorded Cards for Language Master	45.00	2		
4-6	PB	m/s	M/S	Across and Down - Word Skills I	.95	2	Scholastic	
10-Adult	PB	s	S	Allen's Synonyms & Antonyms	.95	2	Scholastic	
10-Adult	PB	s	S	Basic Prefix and Root Vocabulary Builder (Nosofsky)	1.75	2	College Skills	
10-Adult	PB	s	S	1100 Words You Need to Know (Bromberg & Gordon, 1971)	3.25	1	Barron's Educational Series, Inc.	
10-Adult	PB	s	S	How to Build College Level Vocabulary (Sack-Yourman)	1.75	2	College Skills	
10-Adult	PB	s	S	New Guide to Word Power (Lewis, 1963)	1.25	2	Pyramid Books	
10-Adult	PB	s	S	Preparing for the MAT-Analogies	3.50	2	Pyramid Books	
10-Adult	PB	s	S	Short Cuts to Effective English (Shefter, 1974)	.95	2	Pocket Books	
10-Adult	PB	s	S	Six Minutes a Day to Perfect Spelling (Shefter, 1974)	.95	2	Pocket Books	
10-Adult	PB	s	S	Six Weeks to Words of Power (Funk, 1972)	.95	2	Pocket Books	
10-Adult	PB	s	S	Thirty Days to a More Powerful Vocabulary (Funk & Lewis, 1975)	.95	2	Pocket Books	
10-Adult	PB	s	S	Twenty-five Magic Steps to Word Power (Funk)	.50	2	John Wiley & Sons	

Vocabulary

Reading Level	Format	Interest Level	Purchase Level	Material Name & Catalog Number	Unit Price	# of Units	Publisher	Additional Skills
10-Adult	PB	s	S	Twenty-three Hundred Steps to Word Power (Gruber, 1976)	1.45	2	Arco	
10-Adult	PB	s	S	Vocabulary for Adults (Romine)	3.95	1	John Wiley & Sons	
10-Adult	PB	s	S	Word Master Made Simple (Waldhorn and Nieger, 1958)	1.95	2	Doubleday	
10-Adult	PB	s	S	Word Power Made Easy (Lewis, 1976)	1.95	2	Pocket Books	
4-6	PB	m/s	M/s	Word Puzzles and Mysteries Word Skills I	.95	2	Scholastic	
10-Adult	PB	s	S	Webster's Instant Word Guide	3.50	1	Webster	
4-6	PB	m/s	M/S	Word Power	.90	2	Scholastic	

Comprehension

Reading Level	Format	Interest Level	Purchase Level	Material Name & Catalog Number	Unit Price	# of Units	Publisher	Additional Skills
PP-3	K	e	M	Reading Development Kit A 7050	79.50	1	Addison-Wesley	
4-6	K	e/m	M	Reading Development Kit B 7109	79.50	1		
7-9	K	s	S	Reading Development Kit C 7114	107.52	1		
2-9	PB	m/s	M/S	Kaleidoscope Reader (1-8) (1 each) 40851, 53, 55, 57, 61, 63, 65	2.97	8		Vocabulary
				Kaleidoscope Reader (1-8) (1 each) 40852, 54, 56, 58, 60, 62, 64, 66	3.24	8		Vocabulary
1-9	WB	e/m/s	M	Understanding Word Groups	9.95	1	Barnell-Loft	
1-9	WB	e/m/s	M	Understanding Questions	9.95	1		
4-6	K	m	M	Comprehension Skills Laboratories-E	95.00	1	BFA	
6-8	K	hl	S	Comprehension Skills Laboratories-H	95.00	1		
	T, WB	m/s	M	Listening With a Purpose K-105	97.00	1	Coronet	
4-6	T, WB	e/m	M	Audio Reading Progress Lab (1-742, 752, 762)	355.00	1	Educational Progress	Vocabulary Study Skills
6-12	PB	hl/s	S	Selections from the Black Olive (701) Brown (702) Purple (703) (2 of each)	3.20	6	Jamestown	Study Skills Vocabulary
6-12	PB	hl/s	S	Voices from the Bottom Olive (721) Brown (722) Purple (723) (2 of each)	3.20	6		Study Skills Vocabulary

Comprehension

Reading Level	Format	Interest Level	Purchase Level	Material Name & Catalog Number	Unit Price	# of Units	Publisher	Additional Skills
6-12	PB	hl/s	S	Topics for the Restless Olive (741) Brown (742) Purple (743)	3.20	6	Jamestown (continued)	Study Skills Vocabulary
10-12	PB	s	S	The Now Student	3.20	3		Study Skills
9-12	PB	s	S	Chapters	3.20	5		
6-12	PB	m/s	M/S	Six Way Paragraphs	3.20	5		
6-12	PB/T	m/s	S	Comprehension Skills Booklets (9 in series - 1 of each title)	1.00	9		
5-6	B	hl/m	M	Multiple Skill Series E1, E2, E3, E4, F1, F2, F3, F4 (1 of each)	1.60	8	Lowell & Lynwood	
				Teacher's Manual	2.00	1		
				Spirit Masters MSS-SM	2.25	1		
9-12	PB	s	S	McGraw-Hill Basic Skills System Reading to Discover Organization - 051381-3 Fisher	3.65	2	McGraw-Hill	
				Critical Reading Improvement - 051383-X Harnadek	3.65	2		
				Reading for Main Idea - 051379-1 Raygor	3.65	2		
				Reading for Significant Facts - 051380-5 Raygor	3.65	2		
4-8	PB	e/m	M	Now Age Illustrated Reading Kit #64-0001	64.95	1	Pendulum Press, Inc.	

Comprehension

Reading Level	Format	Interest Level	Purchase Level	Material Name & Catalog Number	Unit Price	# of Price	Publisher	Additional Skills
2-4	PB/WS	hl/m	M	Phonix Reading Series A, B, C	35.00	1	Prentice Hall	Vocabulary
7-9	PB/T	m/s	M/S	Advanced Skill Builders				
				Level 7 #371 Word Book	1.50	3	Reader's Digest	Study Skills
				#770 Audio Lessons	39.60	1		
				Level 8 #372 Word Book	1.50	3		Study Skills
				#780 Audio Lessons	39.60	1		
				Level 9 #373 Word Book	1.50	3		Study Skills
				#790 Audio Lessons	39.60	1		
				Teacher's Guide #717	.90	1		
1-6	PB	m/s	M/S	Reader's Digest Readings #191, 192, 193, 194, 195, 196 (2 of each)	.99	12		
2-10	T	h/l/m/e	M/S	Reading Progress - Complete Set of 10 Tapes	49.95	1	Reading Progress	
2.0-2.9	T	hl/m/s	M/S	Action Unit Books 1, 2, 3 (8991, 8992, 8993) (3 of each)	1.00	9	Scholastic	Vocabulary
3.0-3.9	WB	m/s	M/S	Double Action Unit Books 1, 2 (8862, 8863) (3 of each)	1.00	6		Vocabulary
3-6	PB	h/l/s	M/S	Dimensions	.90	2		
	PB	h/l/s	M/S	Spotlight	.90	2		
	PB	h/l/s	M/S	Wide, World	.90	2		
	PB	h/l/s	M/S	Trackdown	.90	2		
4-6	PB	e/m	M	ALA Library for Grades 4-6	24.00	1		
7-12	PB	s	S	ALA Library for Grades 7-12	24.00	1		

Comprehension

Reading Level	Format	Interest Level	Purchase Level	Material Name & Catalog Number	Unit Price	# of Units	Publisher	Additional Skills
3.0-8.9	K	h/m/s	M/S	About Women 3-9700	59.95	1	SRA	
3.0-8.9	K	h/m	M	An American Album 3-9550	79.95	1		
2.0-3.5	B	h/l/e/m/s	M	Corrective Reading Program				
				Teacher Materials 7-8480	29.50	1		
				Student Materials Book 7-8483	6.50	2		
				Placement Tests 7-8484	2.00	1		
4.5-9.5	K	h/l/m/s	M	Countriesand Cultures 3-5350	68.40	1		
4.0-9.0	B	h/l/m	M	Designs for Reading I and II				
				Book 7-Student Text 3-4231	6.72	2		
				Book 7-Teacher Handbook 3-4232	.80	1		
				Book 8-Student Text 3-4233	6.72	2		
				Book 8-Teacher Handbook 3-4234	.80	1		
7-12	B	h/l/m/s	M/S	How to Read Factual Literature				
				Book 1 - (7-8) 13-61	3.73	2		
				Book 2 - (9-10) 13-62	3.73	2		
				Book 3 - (11-12) 13-63	3.73	2		
				Instructor's Guide 13-65	.81	1		
4-9	K	m/s	M/S	Manpower and Natural Resources	67.50	1		
4-8	K	e/m	M	Newslab I 35000	75.00	1		
5-9	K	e/m/s	S	Newslab II 53100	75.00	1		
2-10	K	m/s	M/S	Reading for Understanding Junior	53.50	1		
5-14	K	s	M/S	Reading for Understanding Senior	53.50	1		
5-12	K	m/s	M	Reading Laboratory III B	99.95	1		Vocab. & Rate
8-14	K	s	S	Reading Laboratory IV A	99.95	1		Vocab. & Rate
4-8	K	e/m	M	Schoolhouse: Comprehension Patterns #3-207800	84.65	1		Vocabulary
3.0-5.9	K	h/l/e/m/s	M	Thinklab #3-207740	49.50	1		
2-6	K	h/l	M/S	We are Black #35280	67.50	1		Vocabulary

Reading Level	Format	Interest Level	Purchase Level	Material Name & Catalog Number	Unit Price	# of Units	Publisher	Additional Skills
1-6	WB	e/m	M	Reading, Thinking, Reasoning Series	1.26	3	Steck-Vaughn	
				Teacher Edition	1.56	1		
	K, T	e	M	Thinking Skills Series	66.00	1	Troll	
1.5-3.5	PB	m	M/H	Pal Paperback Kit A 501	40.00	1	Xerox	
4.5-5.5	PB	m	M/H	Pal Paperback Kit B 502	40.00	1		

Rate

Reading Level	Format	Interest Level	Purchase Level	Material Name & Catalog Number	Unit Price	# of Units	Publisher	Additional Skills
				Controlled Reader Study Guides			EDL	
3	WB	e/m	M	SDC 311004-3	1.60	3		Vocab. & Comp.
5	WB	e/m	M	SDE 311008-6	1.60	3		Vocab. & Comp.
7	WB	m/s	M	SDG 311012-4	1.60	3		Vocab. & Comp.
10	WB	s	M/S	SDJ 311018-3	1.60	3		Vocab. & Comp.
11	WB	s	S	SDK 311020-5	1.60	3		Vocab. & Comp.
13	WB	s	S	SDM 311024-8	1.60	3		Vocab. & Comp.
2	WB	s	S	BA 319202-3	1.60	3		Vocab. & Comp.
4	WB	s	S	DA 319204-X	2.35	3		Vocab. & Comp.
6	WB	s	S	FA 319206-6	2.35	3		Vocab. & Comp.
8	WB		S	HA 319208-2	2.35	3		Vocab. & Comp.
				Controlled Reader Filmstrips				
3	WB	m	M	SDC 211034-1	85.00	1		Vocab. & Comp.
5	WB	m	M	SDE 211038-4	85.00	1		Vocab. & Comp.
7	WB	m	M	SDG 211042-2	85.00	1		Vocab. & Comp.
10	WB	s	M/S	SDJ 211048-1	85.00	1		Vocab. & Comp.
11	WB	s	S	SDK 211050-3	85.00	1		Vocab. & Comp.
13	WB	s	S	SDM 211054-6	85.00	1		Vocab. & Comp.
2	WB	s	S	BA 219202-X	130.00	1		Vocab. & Comp.
4	WB	s	S	DA 219204-6	130.00	1		Vocab. & Comp.
6	WB	s	S	FA 219206-2	130.00	1		Vocab. & Comp.
8	WB	s	S	HA 219208-9	130.00	1		Vocab. & Comp.
				Controlled Reader Cassettes				
3	WB	s	S	SDC 411004-7	80.00	1		Vocab. & Comp.
3	WB	s	S	SDG 411012-8	80.00	1		Vocab. & Comp.
3	WB	s	S	SDJ 411018-7	80.00	1		Vocab. & Comp.

Rate

Reading Level	Format	Interest Level	Purchase Level	Material Name & Catalog Number	Unit Price	# of Units	Publisher	Additional Skills
9-12	PB	s	S	Skimming and Scanning Skills 051386-4 (Maxwell, 1969)	6.00	2	McGraw-Hill	Comprehension
9-12	PB	s	S	Reading at Efficient Rates (Raygor & Schick, 1970)	3.65	2		
10-Adult	PB	s	S	Read with Speed & Precision (Leedy, 1963)	8.50	1		
				Instructor's Manual	1.50	1		
10-Adult	PB	s	S	Speed Reading Made Easy (W. B. Smith, 1963)	1.25	2	Popular Library	
4-6	PB	h/l	M/S	Sprint 8704	.90	3	Scholastic	
				Sprint - Teacher Edition 8913	1.50	1		
7-8	PB	m/s	M/S	1013 Blue	4.00	2	BRIM	Comprehension
9-12	PB	m/s	M/S	1014 Green	3.50	2		
13	PB	s	S	1015 Orange	3.50	2		
14-15	PB	s	S	1016 Red	3.50	2		
Coll. Adv.	PB	s	S	1017 Purple	3.50	2		

Study Skills

Reading Level	Format	Interest Level	Purchase Level	Material Name & Catalog Number	Unit Price	# of Units	Publisher	Additional Skills
4-12	AV	h/l	M/S	Target Purple	237.00	1	Addison-Wesley	
10-12	PB	s	S	Scholastic Aptitude Tests Preparation	.95	2	Arco	
1-9	WB	e/m/s	M/S	Using a Table of Contents Complete Set	9.95	1	Barnell-Loft	
1-9	WB	e/m/s	M/S	Learning to Alphabetize & Using Guide Words - Complete Set	26.95	1		
3-9	WB	e/m/s	M/S	Using an Index - Complete Set	12.95	1		
10-12	PB	s	S	Barron's How to Prepare for the PSAT-NMQT (Brownstein/Weiner, 1973)	2.65	2	Barron	
9-12	PB	s	S	Listening & Note-Taking 051374-0	4.25	2	McGraw-Hill	
	T	s	S	Listening & Note-Taking Tapes	14.25	1		
	PB	s	M/S	Systems for Study 051371-6 (Raygor & Wark, 1970)	3.65	3		
	PB	s	S	Problem Solving Improvement 051372-4 (Samson, 1970)	3.65	2		
	T			Problem Solving Improvement Tapes	14.25	1		
	PB	s	S	Read, Underline, Review 051375-9 (Ward & Morgen, 1970)	3.65	2		

Study Skills

Reading Level	Format	Interest Level	Purchase Level	Material Name & Catalog Number	Unit Price	# of Units	Publisher	Additional Skills
9-12	PB	s	S	How to Remember Anything (Markoff, Dubin, & Carcel, 1974)	5.00	2	Memory School	
4-6	PB	h/l	M/S	Countdown Study Skills I	.95	2	Scholastic	
4-8	K	e/m	M	Research Lab 3-7600	90.50	1	SRA	
8-Adult	PB	s	M/S	Good Memory-Good Student (Lorayne, 1976)	4.00	1	Stein & Day	

Survival Skills

Reading Level	Format	Interest Level	Purchase Level	Material Name & Catalog Number	Unit Price	# of Units	Publisher	Additional Skills
5-6	B	h/l/s	S	The Reading for Living Set #439	4.25	1	New Reader's Press	
				Be Informed Series	4.25	1		
3.4	PB	s	S	Unit 1: Personal Credit	.75	2		
3.2	PB	s	M/S	2: Buying a Car	.75	2		
4.3	PB	s	M/S	3: Owning a Car	.75	2		
3.9	PB	s	S	5: Social Security	.75	2		
3.3	PB	s	S	6: Renting a House	.75	2		
3.7	PB	s	M/S	7: Finding a Job	.75	2		
3.8	PB	s	M/S	8: Reading Your Newspaper	.75	2		
3.4	PB	s	S	9: Taxes	.75	2		
3.6	PB	s	S	10: Banking	.75	2		
3.7	PB	s	M/S	13: Measurements	.75	2		
3.4	PB	s	M/S	14: Wise Buying	.75	2		
3.4	PB	s	M/S	16: Money	.75	2		
9	PB	s	M/S	Studying for a Driver's License #441 (Joyce, 1973)	1.50	4		
6.0	PB	s	M/S	Becoming a Car Owner #456 (Stein, 1976)	1.95	2		
4.0	PB	h/l	M/S	Read the Instructions First #444	1.50	2		
4.0	PB	h/l	M/S	Label Talk	1.50	2		
4.0	PB	h/l	M/S	Signs Around Town #442	1.50	2		
4.0	PB	h/l	M/S	Machine-Age Riddles #440	.65	3		
9	PB, T	s	M/S	Tomorrow's Drivers #92331-5	2.46	2	Rand McNally	
6-9	K	m/s	M/S	To Buy or Not to Buy #01890	99.00	1	Random House	

Survival Skills

Reading Level	Format	Interest Level	Purchase Level	Material Name & Catalog Number	Unit Price	# of Units	Publisher	Additional Skills
3-6	PB	m/s	M/S	Jobs in Your Future	.90	2	Scholastic	
4-6	PB	m/s	M/S	Consumer Sense and Nonsense	.90	2		

EQUIPMENT LIST

Equipment Name		Unit Price	# of Units	Company
Controlled Reader Junior		295.00	8	EDL
or				
Combo 8 (Combination controlled reader and tachistoscope)		330.00	8	EDL
or				
Guided Reader		179.95	8	I/CT (Cook)
Tape Cassette Recorder		45.00	2	Trumble
Tape Cassette Player		35.00	6	
Headset		6.00	12	
Filmviewer		25.00	4	
Language Master		210.00	2	
Jack-box (4 station) with volume control		11.00	1	
Jack-box (4 station) without volume control		7.00	1	
Flash-X Machine		8.00	4	EDL
Eggtimer		1.00	4	(local)
Stopwatch		20.00	2	Zipp Co.
Reading Accelerator		92.00	4	SRA
Carrel (electrically wired)	approximately	135.00	20	School Equip. Dist.

FURNITURE

	# of Units
Chairs	35
Small tables	3
Large tables	3
Filing cabinets	3
Book shelves	100 ft. minimum
Paperback book rack	1
Magazine display rack	1
Pencil sharpeners	2
Bulletin boards	2
Free reading corner: pillows, rugs, soft chairs, lamps, plants	

MISCELLANEOUS SUPPLIES
(Cost estimated at $135.00)

Felt tip pens, magic markers	2 doz.
Pencils	6 dox.
Crayons	6 boxes
Thermo-fax masters	5 boxes
Construction paper	assortment
Ditto paper	8 reams
File folders	500
Scissors	2 prs.
Paste, glue, rubber cement	1 jar each
Stapler & staples	2
Stapler remover	1
Hole punch	1
Wastebaskets	3
Paper clips	6 boxes
Rubber bands	1 large box
Rubber stamp (ID)	1
Date stamp	1
Masking tape	3 rolls
Library book tape	3 rolls
Scotch tape holder	1
Scotch tape	6 rolls
Thumbtacks	2 boxes
Acetate sheets	1 box
Acetate sheet markers	3

Starter List Recommendations for Middle and Junior High School*

VOCABULARY

Material	Company	# of Units	Approximate Total Cost
Target Green	Addison-Wesley	1	237.00
Target Blue		1	237.00
Target Yellow		1	237.00
Pictovocabulary (Basic Word Set A)	Barnell-Loft	1	70.00
Wordcraft I	Communacad	1	75.00
Wordcraft III		1	50.00
Clues No. 1, 2, 3	Educational Progress	1	330.00
Clues Magazines (2 extra sets)			
Word Analysis Practice (Sets A, B, C)	Harcourt-Brace-Jovanovich	3	12.00
Phonics Crossword Puzzles	McCormick-Mathers		
Books A, B, C (2 each)		6	6.00
Books A, B, C (Teacher Ed. - 1 each)		3	4.00
Vocabulab 3	SRA	1	95.00
Across & Down	Scholastic	2	2.00
Word Power		2	2.00
Word Puzzles and Mysteries		2	2.00
Language Master Blank Cards (Box of 100)	Trumble	2	12.00
	VOCABULARY TOTAL		1371.00

*See Comprehensive List (pp. 71-87) for more complete ordering information.

COMPREHENSION

Material	Company	# of Units	Approximate Total Cost
Reading Development Kit A	Addison-Wesley	1	80.00
Reading Development Kit B		1	80.00
Kaleidoscope Readers (1-8)		8	24.00
Kaleidoscope Readers (Teacher Ed.)		8	26.00
Comprehension Skills Laboratory E	BFA	1	95.00
Six-Way Paragraphs	Jamestown Publishers	5	16.00
Multiple Skills Series (E1-F4)	Lowell & Lynwood	8	13.00
Multiple Skills Series (Teacher Ed.)		2	4.00
Now Age Illustrated Rd. Kit	Pendulum Press	1	65.00
Audio Lessons (levels 7-9) Tapes with books and Teacher Ed.	Reader's Digest		136.00
Reading Progress Tapes (Set of 10)	Reading Progress	1	50.00
Action Unit Books 1, 2, 3 (3 of each)	Scholastic	9	9.00
Double Action Unit Books 1, 2 (3 of each)		6	6.00
Dimensions, Spotlight, Wide World Trackdown (2 of each)		8	8.00
About Women	SRA	1	60.00
American Album		1	80.00
Corrective Reading (Set)		1	43.00
Countries & Cultures		1	68.00
Designs for Reading (Set)		1	28.00
How to Read Factual Literature (Set)		1	24.00
Manpower and Natural Resources		1	68.00
Newslab I		1	75.00
RFU Junior		1	54.00
Schoolhouse: Comprehension		1	85.00
We Are Black		1	68.00
Pal Paperback Kit A	Xerox	1	40.00

COMPREHENSION TOTAL 1305.00

RATE

Material	Company	# of Units	Approximate Total Cost
Controlled Reader Study Guides (BA, SDC, SDE, FA, SDG, SDJ - 3 each)	EDL	18	33.00
Controlled Reader Filmstrips (BA, SDC, SDE, FA, SDG, SDJ - 1 each)		6	600.00
Sprint, Countdown	Scholastic	4	4.00
Rate and Comprehension Check (Blue and Green - 2 each)	BRIM	4	15.00
		RATE TOTAL	652.00

STUDY SKILLS

Target Purple	Addison-Wesley	1	237.00
Research Lab	SRA	1	91.00
		STUDY SKILLS TOTAL	328.00

EQUIPMENT

	Company	# of Units	Approximate Total Cost
Controlled Reader Junior ($1180)	EDL	4	1180.00
or			
Combo 8 ($1320)	EDL	4	
or			
Guided Reader ($720)	I/CT (Cook)	4	
Language Master	Trumble	1	225.00
Tape Cassette Recorder		1	45.00
Tape Cassette Player		3	105.00
Filmviewers		3	75.00
Headset		8	48.00
Jack-Box (4 station) w/o volume control		1	7.00
Eggtimer	(local)	4	4.00
Stopwatch	Zipp	1	20.00
Carrels (electrically wired)	Sch. Equip. Dist.	12	1620.00

EQUIPMENT TOTAL 3329.00

APPROXIMATE TOTAL -
MATERIALS AND EQUIPMENT 6985.00

SUPPLIES

See Miscellaneous List 135.00

APPROXIMATE TOTAL $7120.00

Starter List Recommendations for Senior High*

VOCABULARY

Material	Company	# of Units	Approximate Total Cost
Target Green	Addison-Wesley	1	237.00
Target Blue		1	237.00
Target Yellow		1	237.00
Pictovocabulary 222	Barnell-Loft	1	37.00
Bergen Evans	Communacad	1	104.00
Wordcraft II		1	50.00
Word Clues (G, I, K, M - 2 each)	EDL	8	21.00
Flash-X Cards (G, I, K, M - 1 each)		4	16.00
Word Analysis Practice (Sets A, B, C)	Harcourt-Brace-Jovanovich	3	12.00
Vocabulab 3	SRA	1	95.00
Language Master Blank Cards (Box of 100)	Trumble	2	12.00
Paperback Vocabulary Books (See Complete List)		35	54.00
	VOCABULARY TOTAL		1112.00

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*See Comprehensive List (pp. 71-87) for more complete ordering information.

COMPREHENSION

Material	Company	# of Units	Approximate Total Cost
Reading Development Kit C	Addison-Wesley	1	80.00
Kaleidoscope Readers (1-8)		8	24.00
Kaleidoscope Readers (Teacher Ed.)		8	26.00
Paperback Books on Comprehension	Jamestown Publishers	40	108.00
Basic Skills Series (2 of each title)	McGraw-Hill	8	29.00
Now Age Illustrated Rd. Kit	Pendulum Press	1	65.00
Audio Lessons (levels 7-9) Tapes with books and Teacher Ed.	Reader's Digest		136.00
RD Readings (2 of each title)		12	12.00
Reading Progress Tapes (Set of 10)	Reading Progress	1	50.00
Action Unit Books 1, 2, 3 (3 of each)	Scholastic	9	9.00
Double Action Unit Books 1, 2 (3 of each)		6	6.00
Dimensions, Spotlight, Wide World Trackdown (2 of each)		8	8.00
ALA Library for Grades 7-12		1	24.00
About Women	SRA	1	60.00
How to Read Factual Literature (Set)		1	24.00
Manpower and Natural Resources		1	68.00
Newslab II		1	75.00
Reading Laboratory IVA		1	100.00
RFU Senior		1	54.00
We Are Black		1	68.00
Pal Paperback Kit B	Xerox	1	40.00
	COMPREHENSION TOTAL		1066.00

RATE

Material	Company	# of Units	Approximate Total Cost
Rate and Comprehension Check (Blue, Green, Orange, Red, Purple - 2 each)	BRIM	10	36.00
Controlled Reader Study Guides (BA, DA, FA, HA, SDJ, SDM - 3 each)	EDL	18	33.00
Controlled Reader Filmstrips (BA, DA, FA, HA, SDJ, SDM - 1 each)		6	590.00
Basic Skills Series (Maxwell, Raygor - 2 each)	McGraw-Hill	4	20.00
Leedy, Book		1	8.00
Sprint, Countdown	Scholastic	4	4.00
		RATE TOTAL	691.00

STUDY SKILLS

Material	Company	# of Units	Approximate Total Cost
Target Purple	Addison-Wesley	1	237.00
Basic Skills Series		9	34.00
(see list of books)	McGraw-Hill	9	34.00
Research Lab	SRA	1	91.00
		STUDY SKILLS TOTAL	328.00

SURVIVAL SKILLS

Material	Company	# of Units	Approximate Total Cost
Total list as shown	New Reader's Press	38	38.00
Tomorrow's Drivers	Rand McNally	2	5.00
Consumer Sense and Nonsense Jobs in Your Future	Scholastic	4	4.00
	SURVIVAL SKILLS TOTAL		47.00

EQUIPMENT

Controlled Reader Junior ($1180)	EDL	4	1180.00
or			
Combo 8 ($1320)	EDL	4	
or			
Guided Reader ($720)	I/CT (Cook)	4	
Reading Accelerator	SRA	2	92.00
Language Master	Trumble	1	225.00
Tape Cassette Recorder		1	45.00
Tape Cassette Player		3	105.00
Filmviewers		3	75.00
Headset		8	48.00
Jack-Box (4 station) w/o volume control		1	7.00
Flash-X Machine	EDL	3	24.00
Eggtimer	(local)	4	4.00
Stopwatch	Zipp	1	20.00
Carrels (electrically wired)	Sch. Equip. Dist.	12	1620.00
	EQUIPMENT TOTAL		3445.00
	APPROXIMATE TOTAL - MATERIALS AND EQUIPMENT		6689.00

Publisher's Names and Addresses

Addison-Wesley Publishing Co.
9 Dunwoody Park
Suite 120
Atlanta, Ga. 30341

Arco Publishing Company, Inc.
219 Park Avenue South
New York, N.Y. 10003

Audio-Visual Materials
319 Monroe Street
Montgomery, Alabama 36104

Barnell-Loft, Ltd.
958 Church Street
Baldwin, N.Y. 11510

Barron's Educational Series, Inc.
113 Crossways Park Drive
Woodbury, N.Y 11797

BFA Educational Media
109 Willow Tree Lane
Longwood, Fl. 32750

College Skills
101 West 31 Street
New York, N.Y

Communacad
The Communications Academy
Box 541
Wilton, Conn. 06897

Cook Consultants, Inc.
2510 S. W. 3rd Ave.
Ft. Lauderdale, Fl. 33315

Coronet Instructional Materials
65 S. W. Water Street
Chicago, Ill. 60601

Developmental Learning Materials
7440 N. Natchez Ave.
Nills, Ill. 60648

Dexter & Westbrook
958 Church Street
Baldwin, New York 11510

Doubleday & Company, Inc.
277 Park Avenue
New York, N.Y. 10017

Educational Developmental Laboratories (EDL)
McGraw-Hill Book Company Division
District Office
2310 Parklake Dr. N.E.
Suite 520
Atlanta, Ga. 30345

EDL-North Florida & Orange County
GFA Corporation
P. O. Box 15262
Orlando, Fl. 32808

EDL-Central Florida (except Orange)
541 N. Terrace Dr.
Brandon, Fl. 33511

EDL-South Florida
Cook Consultants
2510 Southwest 3rd Ave.
Ft. Lauderdale, Fl. 33315

Educational Activities, Inc.
P. O. Box 392
Freeport, New York 11520

Educational Progress
Educational Development Corp.
P. O. Box 45663
Tulsa, Oklahoma 74145

Educational Teaching Aids
Division of A.
Daigger and Company
159 Kinzie Street
Chicago, Ill. 60610

Electric Company Activity Books
Poughkeepsie, N.Y.

EMC Corporation
c/o Cook Consultants
2510 S. W. 3rd Ave.
Ft. Lauderdale, Fl. 33315

Eye Gate
146-01 Archer Avenue
Jamaica, N. Y 11435

Harcourt, Brace, Jovanovich
757 3rd Street
New York, N. Y. 10017

Jamestown Publishers
P. O. Box 6743
Providence, Rhode Island 02940

Learning Resources Co.
P. O. Drawer 3709
202 Lake Miriam Drive
Lakeland, Fl. 33803

Lowell & Lynwood, Ltd.
965 Church Street
Baldwin, N. Y. 11510

MacMillan Company
1586 Stoneridge Dr.
Stone Mountain, Ga. 30083

McCormick-Mathers
450 W. 33rd Street
New York, N.Y. 10011

McGraw-Hill Book Company
Distributing Center
(Trade Order Service)
Princeton Road
Hightstorn, N.J. 08529

Memory School Publishing
180 Thompson Street - Suite 6B
New York, New York 10012

New Reader's Press
Division of Laulack International
Box 131
Syracuse, N. Y. 13210

Pendulum Press, Inc.
Saw Mill Road
P. O. Box 509
West Haven, Connecticut 06516

Pocket Books
Division of Simon and Schuster, Inc.
630 Fifth Avenue
New York, N.Y. 10020

Prentice Hall
Englewood Cliffs, N.J 07632

Pyramid Communications, Inc.
919 Third Avenue
New York, N.Y. 10022

Rand McNally
School Department
Box 7600
Chicago, Ill. 60680

Random House
400 Hahn Road
Westminister, Maryland 21157

Reading Progress
Box 458
Amherst, Massachusetts 01002

Scholastic
11533 Starboard Dr.
Jacksonville, Fl. 32205

Science Research Association, Inc.
(SRA)
259 East Erie Street
Chicago, Ill. 60611

Simon and Schuster, Inc.
1 West 39th Street
New York, N. Y. 10018

Steck-Vaughn Company
Box 2028
Austin, Texas 73767

Stein & Day Publishers
Scarborough House
Briarcliff Manor, N.Y. 10510

Troll Associates
320 Rt. 17
Mahwah, N.J. 17430

Trumble Company
P. O. Box 50790
Jacksonville Beach, Fl. 32250

Visual Material, Inc.
Redwood City, California

Webster/McGraw-Hill
Webster Division
1221 Avenue of the Americas
New York, N.Y. 10020

John Wiley & Sons, Inc.
605 Third Avenue
New York, N.Y. 10016

Xerox Education Publication
Xerox Education Center
Columbus, Ohio 43216

School Equipment Distributors, Inc.
319 Monroe Street
Montgomery, Alabama 36104

Zipp Sporting Goods
7230 Read Road
South Miami, Florida 33143

BRIM (Baldridge Reading
Instruction Materials, Inc.)
14 Grigg St.
Box 439
Greeniviah, Conn. 06830

APPENDIX III

READING TEST ORDERING INFORMATION

Reading Test Ordering Information

Stanford Reading Achievement Tests, '73 Edition may be ordered from:

The Psychological Corporation
757 Third Avenue
New York, New York 10017

Information on the levels and forms of each test used in the present study is presented on p. 29. The cost of pre- and posttests (2 different levels), scoring keys, manual and answer sheets for a group of 500 pupils was approximately $250.

The Diagnostic Reading Test may be ordered from:

The Committee on Diagnostic Reading Tests, Inc.
Mountain Home, North Carolina 28758

Information on the levels and forms of each test used in the present study is presented on p. 29. The cost of pre- and posttests, scoring keys, manual and answer sheets for a group of 500 pupils was approximately $65.00

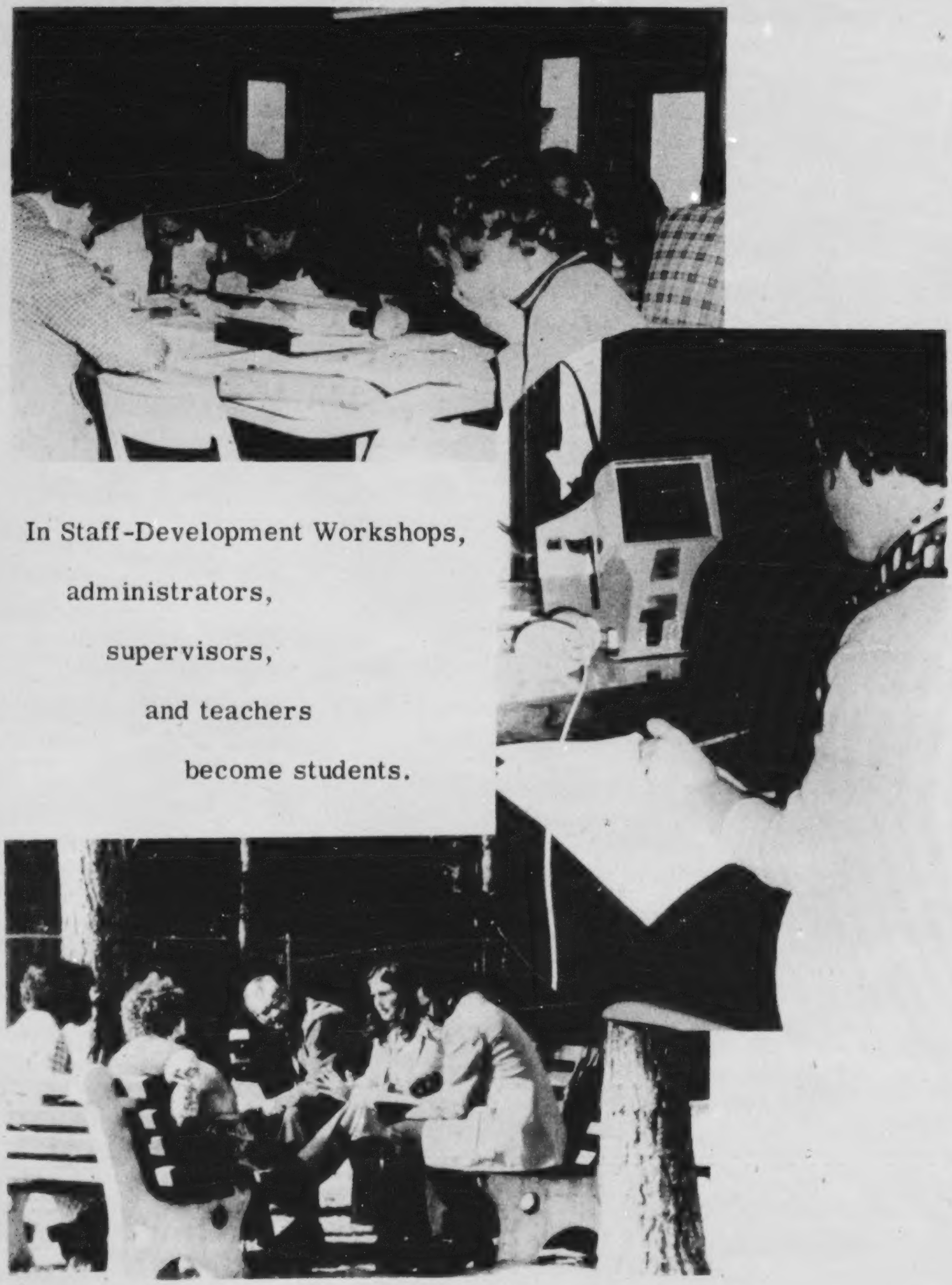
Informal Reading Tests

One source used by many reading laboratory directors in diagnosing reading difficulties of pupils on an informal basis is the Reading Diagnosis Kit (C-7070-0) by Wilma H. Miller. It may be purchased for $14.95 from:

Center for Applied Research in Education, Inc.
P.O. Box 130
West Nyack, New York 10994

APPENDIX IVA

WORKSHOP MODEL



In Staff-Development Workshops,

administrators,

supervisors,

and teachers

become students.

Workshop Model*

Personal involvement is the keynote in the training of counselor-teachers for an assignment in a reading laboratory. During the workshop, participants go through the experience of being students in a developmental reading laboratory at their own level of competency. During the first session, a standardized reading test is administered and graded. Later, there is an interpretation of scores based on college norms. Counseling and goal-setting is experienced by each participant while he is developing his own individualized reading program. The philosophy, methodology, and materials are studied within this framework during the remainder of the sessions.

As the role of the teacher is not the same in the laboratory setting, differences between a teacher-learner environment and a learner-counselor situation are clarified. This includes an analysis of the dynamics of learning and discussions of the major learning theories. A philosophical approach to counseling involves participants in understanding some of the principles of motivation and some specific techniques related to task-oriented counseling. Case study evaluations and role-playing implement assimilation of attitudes and processes that are important in the success of the program.

There is a brief review of simple statistical concepts that are related to the interpretation of test scores. This includes an understanding of evaluation instruments, percentile ranks, norms, and progress expectancies. This body of information is most effectively used to stimulate motivation and to promote general feelings of confidence in students.

An exploration of materials is likely to be more meaningful to the participants if it applies to their own needs. Later, this knowledge can be used in helping students at whatever level they are functioning. As most of the reading materials are sequentially developed for depth of ideas and difficulty of specific skills, each participant will be improving his own reading skills. He explores the degree of success that is necessary

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* Guttinger, H. I., V. A. Hines, and J. J. Larsen, An Experiment in Developmental, Individualized Reading: An Alternative to Performance Contracting, Research Monograph #1. Gainesville, Florida: P. K. Yonge Laboratory School, College of Education, University of Florida, Volume 1, April 1972, pp. 33-34.

Professor Vynce Hines reviews simple statistical concepts related to the interpretation of test scores.

Professor Tom Fillmer discusses learning theory underlying the approach.

to enhance feelings of adequacy. He can experience unsuccessful attempts also and learn ways of utilizing "failures" to stimulate further growth.

The mechanics of running a developmental reading laboratory are important aspects of the program. During the workshop, techniques of administering tests, record-keeping, program-planning, and the setting up of individual folders is discussed. The writing of brief notes to students after reviewing daily progress seems to be particularly meaningful to them. Examples of representative folders which include chronological remarks are available. The use of confidential counseling notes and the final reporting of results to the classroom teachers is clearly defined, also.

A final session includes a discussion of the relative place of the reading laboratory experience within the total school curriculum. An individualized reading program should be visualized as a direct aid to the classroom teacher. Reading skills that are being developed need to be integrated into the classroom experience and contribute to the recreational aspects of reading. A reading laboratory can only be effective if it is a cooperative effort of the entire faculty.

The relative place of the reading laboratory experiences in the total curriculum is discussed.

APPENDIX IVB

SAMPLE PROGRAM
FOR FOUR-DAY WORKSHOP
AT P. K. YONGE

P. K. YONGE LABORATORY SCHOOL

COLLEGE OF EDUCATION
UNIVERSITY OF FLORIDA, GAINESVILLE 32611

May 21, 1976

Dear Instructional Leader:

Four years ago the P. K. Yonge Laboratory School developed an individualized reading laboratory program for the improvement of reading at the middle and high school levels. Through extensive field testing in several Florida schools, it was found that the program was highly effective in improving rate, vocabulary and comprehension. Through continued evaluation and utilization of in-put from the seventy-five schools in which the program has been adapted, numerous improvements and modifications have been made.

Because of widespread interest throughout the State we have conducted workshops as often as possible since May of 1972 in order to assist teachers and administrators who are interested in establishing similar programs in their schools. To date, the 52 workshops conducted have been attended by 2014 educators from 55 Florida Counties and five other states.

The purpose of this letter is to invite you to attend the workshop which is to be held on our campus, July 13-16. It has been our experience that most effective implementation of the model results when teams consisting of teachers, supervisors and principals who will be concerned with getting the program underway attend the workshop and share the common experience as a basis for follow-up planning. Consequently, as in the past, priority will be granted requests for participation by teams. It appears essential that one member of the team be the principal. You will note that only two days' attendance by administrators is necessary to fulfill the team participation requirement but administrators who have attended past workshops have strongly recommended the full four-day session.

For the first time this summer there will be a minimum registration fee to help cover the cost of materials and travel expenses for staff from out-of-town. We estimate that this amount will cover 20% of the total cost of the workshop. The remaining 80% of the cost is provided as a service of the Laboratory School and the University to Florida's public schools.

"EQUAL EMPLOYMENT OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER"

A schedule of activities is enclosed. Because of the intensive program offered, registration must be limited. If you and/or other supervisors, principals and teachers from your school or school system wish to attend, the enclosed registration form and check should be returned to Dr. Guttinger by June 21. (904-392-1558) Confirmation of your registration will be mailed to you by June 30.

Very truly yours,

J. B. Hodges

J. B. Hodges, Director
P. K. Yonge Laboratory School
and Professor of Education

DEVELOPMENTAL, INDIVIDUALIZED READING AT THE MIDDLE AND HIGH SCHOOL LEVELS

P. K. Yonge Laboratory School
College of Education and the Division of Continuing Education
University of Florida

WORKSHOP STAFF, SPEAKERS AND PANELISTS

July 13 - 16, 1976

CO-DIRECTORS:

Dr. Hellen I. Guttinger
Assistant Professor of Education and Director, Reading Research Project

Dr. Janet J. Larsen
Associate Professor of English and Counselor
Reading and Study Skills Center

STAFF:

*Ms. June Bryant, Co-Director, Reading Laboratory, Russell High School, Fulton County, Georgia
*Ms. Anita Buck, Reading Resource Teacher, Lincoln Middle School, Alachua County
Ms. Sherry Crapps, Former Director, P. K. Yonge Reading Laboratory
Ms. Mary Ganikos, Counselor and Research Associate, P. K. Yonge Reading Research Project
*Ms. Coralie Glickman, Co-Director, Reading Laboratory, Conniston Junior High, Palm Beach County
Mr. Barry Gottlieb, Teacher, P. K. Yonge Laboratory School
Ms. Barbara Kaiser, Director, P. K. Yonge Reading Laboratory
*Ms. Bennye Milton, Co-Director, Reading Laboratory, Crystal River Middle School, Citrus County
Ms. Kathy Watson, Teacher, P. K. Yonge Laboratory School

SPEAKERS AND SPECIAL TOPICS STAFF:

*Ms. Gwen Biddle, Principal, Seabreeze Senior High, Volusia County, Daytona Beach, Florida
Dr. Vynce A. Hines, Professor, Chairman, Foundations Department, College of Education, University of Florida
Dr. J. B. Hodges, Professor of Education and Director, P. K. Yonge Laboratory School
Dr. R. Emile Jester, Associate Professor, Foundations of Education, University of Florida

Dr. Catherine A. Longstreth, Associate Director, P. K. Yonge Laboratory School

Dr. Mary McCaulley, Clinical Psychologist, University of Florida, Director, Center for Application of Type

*Mr. Tom Mills, Assistant Superintendent, South Central Area, Palm Beach County Schools

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* A special note of appreciation to the Alachua, Fulton, Citrus, Palm Beach, and Volusia County School Boards, and the Reading and Study Skills Center, University of Florida, for sharing members of their staff with us during these four days.

Program Schedule

DEVELOPMENTAL, INDIVIDUALIZED READING AT THE MIDDLE AND HIGH SCHOOL LEVELS

Hellen Guttinger, Janet Larsen, Co-Directors

July 13 - 16, 1976

P. K. Yonge Laboratory School
and the Division of Continuing Education
1080 Southwest 11th Street
University of Florida
Gainesville, Florida

Tuesday, July 13

8:00 Registration and Coffee - Learning Resources Center (LRC)
Register - give local address - Ms. Anita Buck
Sign up for Individual Conference - Ms. Kathy Watson
Sign up for Content Area Stations - Ms. Coralie Glickman
8:30 Welcome and Announcements - Dr. Hellen Guttinger
P. K. Yonge's Research and Development: An Agent for Change - Dr. J. B. Hodges
8:55 The P. K. Yonge Model for Secondary Reading: One Alternative - Dr. Guttinger
9:40 Rationale for the Developmental, Individualized Approach - Dr. Janet Larsen
10:00 Establish Goals for the Workshop - Ms. Sherry Crapps
10:15 Coffee Break
10:30 Introductions of Participants - Ms. Mary Ganikos
11:00 The Group Testing Experience - Dr. Larsen
11:10 Administration of Reading Test; 4-day participants take group diagnostic test - Ms. Barbara Kaiser, Ms. June Bryant, Mr. Barry Gottlieb, Ms. Bennye Milton
*Seminar - Evaluating the Reading Program: What Results Can be Expected? - Dr. Vynce Hines
12:30 Lunch
1:45 Adaptation of the P. K. Yonge Model in Other Schools - Ms. Gwen Biddle, Mr. Thomas Mills, Ms. June Bryant, Dr. Guttinger
2:45 Interpretation of the Testing Profile - Ms. Ganikos
3:15 to 5:15 The Goal-Setting Interview: Individual Conference with each workshop participant scheduled at thirty minute intervals with workshop staff.

The Reading Laboratory will be open during the conferencing time for browsing. Staff members will be on hand to demonstrate materials on an individual basis.

Wednesday, July 14

7:30 to 9:00 Continue Goal-Setting Conferences

8:00 Introduction to Materials and Charting Procedures - Ms. Kaiser, Ms. Glickman, Ms. Buck, Ms. Bryant and Ms. Milton

9:15 Personal Laboratory I
*What are the Next Steps for Administrators? (Staffing, scheduling, materials, total faculty involvement consideration

10:15 Coffee Break

10:30 Personality Characteristics and Individual Differences. An Explanation of the Myers-Briggs Type Indicator - Dr. Mary McCaulley

12:15 Lunch

1:30 Developmental Reading in the Content Areas. Choose three from the following:

1. How to Use Readability Formulas (Fry, SMOG, or Dale-Chall)
2. Standardized Diagnostic and Achievement Tests - Dr. Emile Jester
3. One-to-one Clinical Testing - Dr. Larsen
4. Informal Approaches to Evaluating Reading Levels of Students (Graded Paragraphs, Informal Reading Inventories, Applied Word Lists, Cloze Procedure) - Ms. Crapps and Ms. Milton
5. Altering and Rewriting Materials to meet the levels at which Students are Reading - Ms. Kaiser
6. Study Skills for Secondary Students - Ms. Ganikos
7. Kits and Games and Low-Budget Materials - Ms. Watson
8. Specific Ways Reading Teachers Can Function as Resource Persons to Content Area Teachers - Ms. Buck
9. In-Service Components for Content Area Teachers - Dr. Guttinger

3:15 Personal Laboratory II
*The Reading Laboratory and the Total School - Dr. Larsen
*Evaluation of Workshop

4:30 Day's Sessions End

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* These sessions are for 2-day participants only

Thursday, July 15

8:00 Personal Laboratory III
9:10 Evaluation of the Reading Program: What Growth Can be Expected? - Dr. Hines and Dr. Guttinger
10:15 Coffee Break
10:30 Conferencing the Student - Ms. Ganikos, Mr. Gottlieb, Ms. Crapps, Ms. Watson, Ms. Bryant, Ms. Buck, Ms. Milton, Ms. Glickman (Small Groups and Role Playing)
12:00 Record Keeping and Writing in Folders (Overview and Small Groups) - Ms. Kaiser and Ms. Glickman
12:30 Lunch
1:45 Continuing - Reading in the Content Areas - Choose Two from Wednesday's Session.
3:00 Personality Influences in Teaching and Learning - Dr. Larsen and Dr. Guttinger
3:45 Seminar: Questions, Questions, Questions!
4:00 Day's Sessions End

Friday, July 16

8:00 Personal Laboratory IV
9:15 Tenets Basic to the Effective Implementation of a Developmental Reading Program - Dr. Guttinger
9:40 Implementing Developmental Reading in Your School (Small Groups)
11:10 Summary of Plans to the Total Group
11:35 Creating Total School Involvment in Reading - Dr. Larsen
12:00 Evaluation
12:30 Workshop Ends

APPENDIX V

PROGRAMS FROM SCHOOLS' A AND B WORKSHOPS

Program Schedule

Developmental, Individualized Reading Workshop
CRYSTAL RIVER MIDDLE SCHOOL
Crystal River, Florida

August 16 and 17, 1973

Thursday, August 16

8:30	Registration
8:45	Welcome - Ms. Bernadette Eggart, County Office
9:00	"A Developmental, Individualized Reading Program" - Dr. Hellen Guttinger, Director of P. K. Yonge Reading Laboratory
10:00	Coffee Break
10:20	"Place of Reading in the Total School Program" - Dr. Janet Larsen, University of Florida, Reading Consultant for P. K. Yonge Project
11:00	Myers-Briggs Type Indicator
12:00	Lunch
1:30	Goals for the Workshop - Personal Information Sheet
1:40	"Personality Characteristics and Individual Differences - An Explanation of the Myers-Briggs Type Indicator" - Hellen Guttinger
2:25	Seminar - A Time for Questions and Interaction
2:45	Diagnostic Reading Test
3:30	End of Session

Be sure you sign up for a conference time
for Friday morning before you leave today.

Friday, August 17

7:30 - 7:55	Diagnosis and Prescription of Individual Needs Small group conferences (Two participants at a time) Hellen Guttinger, Janet Larsen
8:00 - 8:25	
8:30 - 8:55	
9:00 - 9:25	
9:30 - 9:55	
10:00 - 10:25	
8:00 - 11:30	Exploration and Use of Materials - Ms. Bernadette Eggart and Ms. Benneye Milton
11:30 - 12:00	"Measurement in Reading" - Janet Larsen

12:00 Lunch
1:30 "Progress and Evaluation - Student Folders" - Hellen Guttinger
2:15 "Implementing the Development of Reading Skills in the Middle School" - Janet Larsen
2:45 Seminar and Evaluation
3:30 End of Workshop

Program Schedule

Developmental, Individualized Reading Workshop
LAKESIDE MIDDLE SCHOOL
Orange Park, Florida
August 29 and 30, 1973

Wednesday, August 29

8:30	Coffee
8:50	Welcome - Dr. Mary Zellner, Principal
9:00	"The P. K. Yonge Model - One Alternative" - Hellen Guttinger, Director, Reading Laboratory, P. K. Yonge Laboratory School, University of Florida
10:15	Goals for the Workshop and Personal Information Sheet
10:30	Coffee Break
10:50	Content Area Reading - Pointers for out-of-laboratory activities
11:15	Diagnostic Reading Test
12:15	Lunch
1:30	"Understanding Individual Differences - Use of the Myer-Briggs Type Indicator"
2:45	Seminar - A Time for Questions and Interaction
3:15	End of Day

Teachers whose students will be coming to the laboratory first should sign up for a conference time for this evening or Thursday morning before leaving today.

7:00	Individual conferences scheduled at thirty minute intervals

Thursday, August 30

7:00 - 9:30	Individual conferences scheduled at thirty minute intervals
8:30	Exploration and Use of Materials - The Controlled Reader, The RFU Kit, Wordcraft, Flash-X, and Word Clues - Middle School Reading Staff
9:45	The Goal Setting Interview - A major part of the helping relationship in the laboratory
10:40	Coffee Break
11:00	Seminar - What about scheduling, the helping teacher's role, and other unique problems of establishing a laboratory at Lakeside Middle

12:00 Lunch
1:30 Writing in Student Folders and Record Keeping
2:15 Evaluating Progress of Students
3:00 Evaluation of Workshop

APPENDIX VI

SAMPLE PROGRAM
FOR THREE-DAY WORKSHOP
IN PUBLIC SCHOOL

The Classroom Teacher and the Total High School Reading Program: A Developmental, Individualized Approach

Palm Beach County Schools
John I. Leonard High School
4701 10th Avenue, North
Lake Worth, Florida 33460

August 20 - 22, 1975

WORKSHOP STAFF AND SPONSORS

CO-DIRECTORS:

Dr. Hellen I. Guttinger
Assistant Professor of Education and Director, Reading Research Project
P. K. Yonge Laboratory School
University of Florida

Dr. Janet J. Larsen
Associate Professor of English and Counselor
Reading and Study Skills Center
University of Florida

STAFF:

Ms. Mary Ganikos, Counselor and Research Associate, P. K. Yonge Reading Research Project, University of Florida
Ms. Barbara Kaiser, Director, Reading Laboratory, P. K. Yonge
Mr. Barry Gottlieb, Teacher, P. K. Yonge
Ms. Diane Bollinger, Director, Reading Laboratory, John F. Kennedy Junior High
Ms. Grace Coutant, Director, Reading Laboratory, Golfview Junior High
Ms. Anna Garcia, Director, Reading Laboratory, Roosevelt Junior High
Ms. Coralie Glickman, Co-Director, Reading Laboratory, Conniston Junior High
Ms. Yvonne Herring, Co-Director, Reading Laboratory, Conniston Junior High
Ms. Dorothy Young, Director, Reading Laboratory, Lantana Junior High
Ms. Nancy Woodall, Director, Reading Laboratory, Jeff Davis Middle School

SPONSORS:

Mr. Mel Adolphson, Principal
Mr. Joe Davis, Assistant Principal
Mr. Ulysses Smith, Assistant Principal
Mr. John Sheahan, Media Specialist
Ms. Mildred Stone, English Dept. Chairperson
Ms. Barbara Huneeus, Reading Teacher
Ms. Corinne Slade, Reading Teacher
Ms. Joan Theut, Reading Teacher
Ms. Terry Davis, Reading Teacher
Mr. Tom Mills, Assistant Superintendent
Ms. Ruth Halverson, Reading Consultant, South Central Area Office
John I. Leonard High School

Program Schedule

THE CLASSROOM TEACHER AND A TOTAL HIGH SCHOOL READING PROGRAM: A DEVELOPMENTAL, INDIVIDUALIZED APPROACH

John I. Leonard High

August 20 - 22, 1975

Wednesday, August 20

8:00 Registration and Coffee - Media Center
8:30 Welcome and Announcements - Mr. Mel Adolphson and Ms. Mildred Stone
8:45 Rationale for the Developmental Approach - Dr. Janet Larsen
9:10 The Reading Laboratory Component - Dr. Hellen I. Guttinger
10:00 Coffee Break
10:15 Establish Goals for the Workshop - Ms. Mary Ganikos
10:30 The Group Testing Experience - Dr. Larsen
10:45 McGraw-Hill Reading Test; Participants take a group diagnostic test - Ms. Barbara Kaiser, Ms. Coralie Glickman, Ms. Anna Garcia and Mr. Barry Gottlieb
12:15 Lunch
1:15 Concepts of Measurement Related to Interpretations of the Test - Dr. Larsen and Ms. Ganikos
1:45 to 4:15 Exploration of Materials and Charting Procedures - Ms. Diane Bollinger, Ms. Grace Coutant, Ms. Coralie Glickman, Ms. Yvonne Herring, Ms. Dorothy Young, Ms. Nancy Woodall
1:45 to 5:45 The Goal Setting Interview: Individual Converences with each workshop participant scheduled at thirty minute intervals with workshop staff

The Reading Laboratory will be open all afternoon for browsing. Workshop staff members will be on hand to demonstrate materials between individual conferences.

REMINDER: Bring 2 textbooks that you plan to use in your classroom this year for Thursday's Session!!

Thursday, August 21

8:00 Group I - Personal Laboratory I
Group II - Three Learning Stations in Content Area Reading
1. The Content Area Teacher and the Reading Teacher: A Helping Relationship - Ms. Garcia and Dr. Larsen

	2. Using Readability Formulas - Dr. Guttinger and Mr. Gottlieb
	3. Three Levels of Comprehension and Determining Suitability of Instructional Materials for specific Classroom Situations - Ms. Kaiser
9:30	Group I and II - Reverse Activities
11:00	Personality Characteristics and Individual Differences: An Explanation of the Myers-Briggs Type Indicator - Dr. Guttinger
12:30	Lunch
1:30	Group I - Personal Laboratory II
	Group II - Conferencing the Student - Ms. Ganikos, Ms. Glickman, Mr. Gottlieb
2:30	Group I - Personality Influences in Teaching and Learning - Dr. Larsen
	Group II - Personal Laboratory II
3:30	Day Ends

Friday, August 22

8:00	Group I - Conferencing the Student - Ms. Ganikos, Ms. Glickman, Mr. Gottlieb
	Group II - Personal Laboratory III
9:00	Group I - Laboratory III
	Group II - Personality Influences in Teaching and Learning - Dr. Larsen
10:00	Coffee Break
10:15	General Session (Everybody)
10:30	Study Skills for the High School Students; (Four Stations) Choose one from: 1. Listening and Notetaking 2. Underlining and Test-Taking Techniques 3. SQ3R and PQRST 4. Use of Time
11:00	Choose another Study Skills Session from above list
11:30	Preparing and Presenting Material in the Classroom to Reinforce Comprehension, Vocabulary, and Study Skills (Four Stations) Choose one from: 1. The Directed Lesson 2. Rewriting Materials on Different Levels 3. Basic Concepts - Survival Vocabulary Approach 4. Reinforcing Vocabulary Skills
12:00	Choose another Preparing and Presenting Session from above list
12:30	Lunch
1:30	Low Budget Materials That Can Be Purchased for Teacher's Use in Preparation and for Students Use in the Classroom - Ms. Kaiser and Ms. Garcia

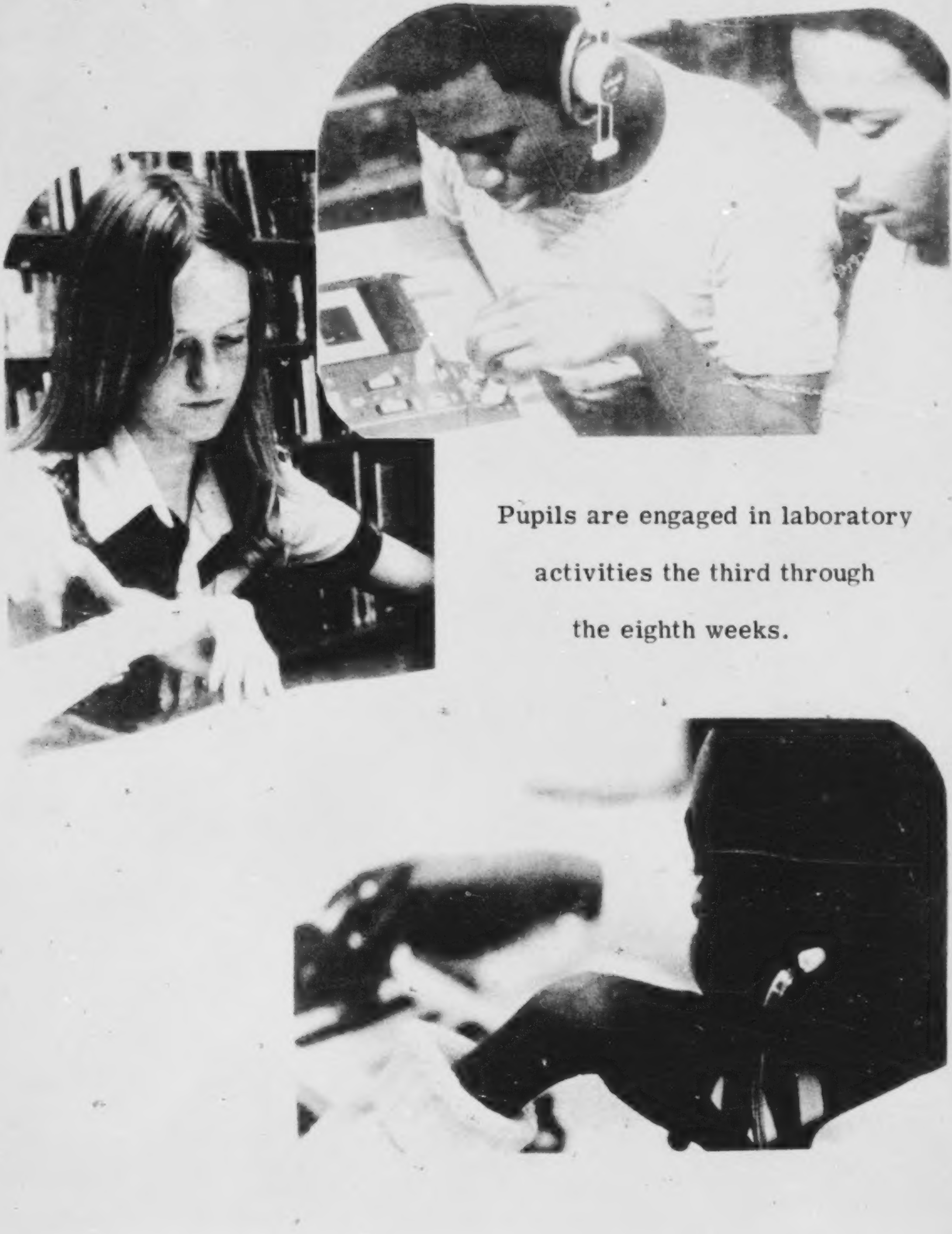
2:15 Teachers as Learners Too! - Dr. Larsen
2:35 Tenets Basic to Effective Implementation - Dr. Guttinger
3:00 Evaluation
3:30 Workshop Ends

Workshop participants observe and interview pupils in the reading program.

160

APPENDIX VII

SAMPLE NINE-WEEK PROGRAMS
FOR PUPILS' AND
READING LABORATORY DIRECTOR'S
SCHEDULE



Pupils are engaged in laboratory activities the third through the eighth weeks.

Reading Laboratory

9 Week Schedule

1st Week

Tues.: Discuss reading program, procedures, show student-produced slide presentation (15 min.). Give first part of test (35 min.).

Wed.: Complete diagnostic test (45 min.). Answer additional questions (5 min.). [Score tests and make individual folders.]*

Thurs.: Explain percentiles, profiles and what can be expected in the preconference (20 min.). Teach 2 materials and charting procedures (30 min.).

Fri.: Teach 3 additional materials and charting procedures (50 min.). (Set up learning stations.)

2nd Week

Mon.: Students come to Reading Lab every 15 minutes, alphabetically--2 at a time--Conferences (6 students). [Stuff folders with worksheets after goals are set by student and initial materials assigned.]*

Tues.: Conferences - 6

Wed.: Conferences - 6

Thurs.: Conferences - 6

Fri.: Conferences - 6

3rd through 8th Week

Mon.: Laboratory

Tues.: [Write notes in folders]*

Wed.: Laboratory

Thurs.: [Write notes in folders]*

Fri.: Laboratory

9th Week

Tues.: Posttest -- 1st part (35 min.)

Wed.: Posttest -- 2nd part (45 min.)

Thurs.: Conferences (10 students)

Fri.: Conferences (10 students)

Mon.: Conferences (10 students)

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*NOTE: Items in brackets refer to tasks of reading lab personnel, and do not require class time.

August 30 1 November 3	Elementary Resource MTWThF (4-5) Banks TWF (10) Corbett Th	Folders ThF (10) Corbett MTW	J309 6-7 MWF	Elementary Resource MTWThF until Nov. 12	Plan Middle School Resource	8th grade group-Tuesday US Resource/Research-ThF Consultant: CREATE/Teacher Center (Monday and Wednesday)	
November 4 2 January 14	(4-5) Gottlieb TThF Elementary Resource MTWThF	(4-5) Hill MTF November 12 Elementary Resource MTWThF	↓	Begin Nov. 15 Mini-Course MTWThF	Research/ MT-Plant W-Margie Th-Guttinger F-Elementary Resource Meeting	8th grade group-Tuesday (1:05-3:00) US Resource/Research-F (1:30-3:00) Churchill/Research-Th 2/3 Enrichment Lab-TF** Consultant: CREATE/Teacher Center-MW	
January 15 3 March 29	(10) Plant Lab-MWF Module Program TTh	(4-5) Hines TWTh Folders MF	↓	Elementary Resource MWF Resource/Plan TTh	↓	English Review (Churchill)-Th 2/3 Enrichment Lab-TF Consultant: CREATE/Teacher Center-MW	
March 30 4 June 9	Resource/Research to April 26	(11-12) Mini-Course MTWThF	↓	(9) Mini-Course MTWTh	↓	Huber 6B MWF Lab	Huber 6A MWF Lab
	April 26 (10) Lawrence MTWThF	Middle School Lab MTThF		Elementary Resource MTWThF		Consultant: CREATE/Teacher Center TTh	
PERIODS	1	2	X	3	4	5	6
	(8:30-9:30)	(9:30-10:30)	(9:50-10:25)	(10:30-11:25)	(11:30-12:25)	(1:05-2:00)	(2:05-3:00)

*Beginning October 8th

**2/3 Enrichment Lab T(1:45-2:20) F(12:45-1:20)

EVALUATION FORM

The reading resources available to you, the content area classroom teacher, fall into the following specific categories. It will be of great help if you would evaluate each item in the following way:

(a) Items that would be most useful to me
(b) Items that seem important but not relevant to me at this time
(c) Items that seem unimportant and/or would not meet my needs at this time

This activity has been for me this year:
(1) most helpful
(2) helpful
(3) not helpful
(4) not applicable

In this manner, the reading resource person can best understand your personal needs and interests for this school year and can also determine in which ways she has been of most assistance to you.

Thank you for your time and consideration in filling out this form and evaluating the time that we have spent together. I shall give you feedback regarding all evaluations, comments, and suggestions. Also, I would appreciate knowing when, at your earliest convenience, we might get together to make a definite schedule of time and activities for the remainder of the school year. Thank YOU!!!

Barbara

The Reading Resource Person may assist me in:

a b c	1. planning for small group activities in the classroom	1 2 3 4
a b c	2. carrying out small group-language related-activities in the classroom	1 2 3 4
a b c	3. locating materials that would be helpful for classroom use	1 2 3 4
a b c	4. organizing materials in the classroom to deal with specific language needs of students	1 2 3 4
a b c	5. providing enrichment activities for students outside of the classroom (group)	1 2 3 4

a b c	6. giving individual followup activities outside of the classroom	1 2 3 4
a b c	7. providing materials (taped modules, etc.) for small group instruction in/out of the classroom	1 2 3 4
a b c	8. rewriting and adapting materials in curriculum for the reluctant reader	1 2 3 4
a b c	9. making kits and/or creating games for classroom use	1 2 3 4
a b c	10. providing a 3-4 day session in the classroom to cover specific skill building needs of students (as a total class)	1 2 3 4

EVALUATION FORM

Following is a list of the activities in which the Reading Center has been or is currently involved. In planning for the remainder of the year, it would be very helpful for you to itemize those activities in which you have been involved. If you could also estimate the number of children which you believe were involved, this would be helpful also.

Please evaluate, by circling one of the symbols in the extreme right column, the activity in terms of its significance to you.

/ would like this activity to continue throughout the school year

+ even though this activity is a once a year happening, I would like this to take place again next year

- this activity was not really helpful or significant

Space at the bottom of this page is provided for you to make any comments or suggestions that you feel would help us to better help you...

THANK YOU!

Barbara

# of students

____ 1. students participation in the six-week reading lab program (developmental) / + -

____ 2. students participation in the once-a-week enrichment program / + -

____ 3. students participation in the middle school activities (X) program three times a week / + -

____ 4. individual followup for students in the Reading Center / + -

____ 5. classroom activities on a weekly basis (whenever possible) / + -

____ 6. informal assessment of student's individual reading and language needs / + -

____ 7. mini-courses in reading and language development (secondary students) / + -

P. K. YONGE LABORATORY SCHOOL

COLLEGE OF EDUCATION
UNIVERSITY OF FLORIDA, GAINESVILLE 32611

March 23, 1976

Dear Principals, Reading Directors, and County Personnel:

The "Back to Basics" mandate is upon us. The accountability mandate is still with us. What can we do with each of these demands that can assist us in providing the most effective programs for pupils at the middle and high school levels? How can principals and teachers know that a curriculum innovation has made a difference?

During the past three years as we have worked with school systems throughout the state in implementing developmental reading programs, we have become increasingly sensitive to the need for adequate on-going evaluation of these programs. We've also learned what stimulating results can occur when we share our ideas and problems with each other! Hence, the purpose of this letter is to invite you to a research and evaluation workshop and "think-tank" session at P. K. Yonge on May 12, 13, and 14 so that we might work at both these goals.

During the three morning workshop sessions we will be looking at methods of research design and analysis which require no statistical background on the part of participants. Our belief is that one does not need a study as elaborate and complex as the Coleman Report to provide answers to the above questions. We believe that the necessary data treatment can be understood within a relatively short time. Techniques that are no more complicated than comparing averages and knowing how probable obtained differences are will be demonstrated. Although the program is primarily planned for research and evaluation of reading laboratories, the methods could be easily applied to other curriculum areas.

During the two afternoon "think-tank" sessions we will divide into job-alike groups (principals, county personnel, laboratory directors) for problem-solving-information-sharing time. The two evening sessions (what task-masters!) are designed to get to know materials and each other a little better.

"EQUAL EMPLOYMENT OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER"

The tentative schedule that is enclosed lists suggestions made during the December "think-tank" days plus individual concerns and ideas expressed as we've visited in various schools this year. Add your suggestions for the program to the advanced registration form and return as soon as possible so we'll know how many folks to expect. We view this session among the most important ventures in our short history and we look forward to being with you again.

Sincerely,

Hellen I. Guttinger

Hellen I. Guttinger
Janet J. Larsen
Vynce A. Hines
J. B. Hodges

HIG/jp

P. S. The next All-County Four-Day Reading Workshop will be held at P. K. Yonge on July 13-16. Letters and programs will be sent out by the first week in April. Perhaps there are new faculty members in your school whom you'd like to encourage to join us. Have them return the pre-registrations as soon as they arrive. Our experience is that we usually have three times as many pre-registrations as we do spaces.

Enclosures:
Tentative Schedule for May 12-14
Advance Registration for May 12-14
Revision of Reading Laboratory Directory

APPENDIX VIII

SAMPLE PROGRAM
FOR THINK-TANK SESSION

Tentative Program

RESEARCH AND EVALUATION WORKSHOP AND THINK-TANK SESSION FOR PERSONNEL INVOLVED IN SECONDARY DEVELOPMENTAL READING PROGRAMS IN THE STATE OF FLORIDA

May 12, 13, 14, 1976

P. K. Yonge Laboratory School
University of Florida
1080 Southwest 11th Street
Gainesville, Florida 32611

Wednesday, May 12

8:00 Registration and Coffee - Multi-Purpose Room
8:15 Welcome - Dr. J. B. Hodges
Announcements - Hellen Guttinger
8:25 Staying in the Role of Learner - Dr. Janet Larsen
8:40 Types of Educational Experiments: Causal Studies and Associational Studies - Dr. Vynce Hines
10:15 Coffee Break
10:30 Internal and External Reliability of Experiments: How to know that the treatment made the difference. How to know if the innovation will work next time - Dr. Hines
12:30 Lunch
1:45 Sharing time for Content Area Concerns and Successes: (Small Groups)

1. In-Service Reading Components Designed for Content Area Teachers
2. Activities and Materials for use in content areas including topical lists of lab materials related to content areas, survival kits, etc.
3. Ways of getting the total faculty involved in basic skills development.
4. What about adults as learners? What should be available in programs for adults (teachers, principals, parents)?

3:45 Reports to Total Group
4:00 Break to check into housing, etc.
8:00 to 9:30 "Be our Guest" - Social Hour with Janet, Vynce, J. B., Hellen, Barbara, and Mary hosting at Guttinger's House - 1606 Northwest 61st Terrace.

Thursday, May 13

8:00 Experimental Designs: How to control threats to internal and external validity by the way the experiment is planned - Dr. Hines

10:15 Coffee Break

10:30 Ways of Reducing Errors: Sampling. Random selection and random assignment. Control groups and comparison groups. Blocking. Statistical controls - Dr. Hines

12:30 Lunch

1:45 Management of the Laboratory Concerns (Reading Laboratory Directors)

1. Preparation of Students for program (Slide presentations and explanations).
2. Ways para-professionals and student-aides may contribute.
3. Ideas for more effective scheduling, folder-writing, organization and management of students.
4. Student Conferencing - Facilitative Techniques for guiding and motivating Students.
5. Newly revised or adapted forms for materials, student folders, evaluations, etc.

1:45 Accountability Concerns (Principals, County Personnel)

1. Why are standardized test scores declining?
2. What does the recent legislation concerning functional literacy mean to us?
3. What basic skills other than reading need we be concerned about?
4. Does or could the reading laboratory include instruction in those skills?
5. How do we communicate ideas and effectively share evaluation results with parents, school board members and legislators?
6. How do we integrate basic skills into the total school curriculum in order to prevent a fragmented approach?

3:45 Reports to Total Group

4:00 Break

7:00 to 9:00 Materials for Upper Elementary, Middle, and High School. Basic Skills Programs. Displays by Reading Laboratory Directors and Publishers - P. K. Yonge Library.

Friday, May 14

8:00 How to Write an Experimental Plan: Good titles. Purposes. Related research. Sampling. Instrumentation. Validity and reliability. Planning data collection. Treatment of data. Interpreting results - Dr. Hines

10:15 Coffee Break

10:30 Demonstration of Data Treatment and Interpretation - Dr. Steve Sledjeski
12:15 Evaluation
12:30 Workshop Ends.

Participants informally evaluate the workshop.

APPENDIX IX

DIRECTORY OF SCHOOLS
ADAPTING THE P. K. YONGE MODEL

1976-77 READING LABORATORY DIRECTORY*

ALACHUA COUNTY

County Office Personnel:
Dr. James Longstreth, Superintendent
Mr. Joseph G. Wood, Director, Secondary Curriculum
1817 E. University Ave., Annex A
Gainesville, Florida 32601
Phone: 904/372-1951 or 53

Schools:	Buchholz High 5510 N. W. 27th Ave. Gainesville, Fl. 32605 Phone: 904/372-5311	Ms. Ann Henderson, Principal Mr. Robert Schenck, Asst. Principal Ms. Kay Gonsulin, Director Ms. Trudy Plunkett, Reading Resource
	Eastside High 1201 S. E. 45th Terr. Gainesville, Fl. 32601 Phone: 904/372-0447	Ms. Mae Islar, Principal Ms. Lynn LaBauve, Director
	Gainesville High 1900 N. W. 13th Street Gainesville, 32601 Phone: 904/372-8513	Dr. Daniel Boyd, Jr., Principal Ms. Fran Watkins, Co-Director and Coordinator IMTS Ms. Sharron Duncan, Co-Director
	Lincoln Middle 1001 S. E. 12th Street Gainesville, Fl. 32601 Phone: 904/372-3627	Mr. John Spindler, Principal Ms. Vicki Welsh, Director Ms. Anita Buck, Resource Teacher
	Westwood Middle 3215 N. W. 15th Ave. Gainesville, Fl. 32601 Phone: 904/372-3483	Dr. Lonnie Bryan, Principal Mr. Lester Jackson, Teacher Ms. Graylyn Martin, Teacher Ms. Edyth Melton, Teacher Ms. Betty Parrish, Teacher Ms. Lou White, A-V Specialist

BRADFORD COUNTY

Schools:	Bradford High Starke, Fl. 32091 Phone: 904/964-6092	Mr. Thomas L. Casey, Principal Ms. Rosa Brown, Director Ms. Carol Hawkins, Teacher

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*Schools adapting P. K. Yonge Model in Secondary Reading.

BREVARD COUNTY

County Office Personnel:
Dr. Luther R. Rogers, Superintendent
Mr. John N. Forbes, Asst. Superintendent for Instruction
Ms. Rhoda Kilbourn, Resource Teacher
Ms. Agnes Godfrey, Reading Clinician
Ms. Sue Merkhoffer, Resource Teacher
Ms. Ann Bishop, Resource Teacher
3205 South Washington Ave.
Titusville, Florida 32780

Schools:
Astronaut High
800 War Eagle Blvd.
Titusville, Fl. 32780
Phone: 904/269-5500

Mr. Abe Collingsworth, Principal
Ms. Patricia Cosby, Teacher
Ms. Joyce Crabtree, Teacher

BROWARD COUNTY

Schools:
Hollywood Hills High
5400 Stirling Road
Hollywood, Fl. 33021
Phone: 305/981-4552

Mr. Frank Campana, Principal
Ms. Barbara Kimbal, Director

Miramar High
3601 S. W. 89th Ave.
Miramar, Fl. 33025
Phone: 305/966-2100

Mr. Virgil Morgan, Principal
Ms. Florence Ravin, Director

South Broward High
1901 N. Federal Highway
Hollywood, Fl. 33020
Phone: 305/922-6703

Mr. Earl Stabler, Principal
Ms. Kate O'Hara, Director

CHARLOTTE COUNTY

County Office Personnel:
Dr. Thomas Benner, Superintendent
Dr. Patricia Glasser, Coordinator of Instruction
Mr. Pat Huntington, Asst. Superintendent for Curriculum
1016 Education Avenue
Punta Gorda, Fl. 33950
Phone: 813/639-2121

Schools:

Lemon Bay Junior High
2201 Placida Road
Englewood, Fl. 33533
Phone: 813/474-1115

Mr. Robert Bedford, Principal
Mr. John Weigman, Asst. Principal

Punta Gorda Junior High
825 Carmalita Street
Punta Gorda, Fl. 33950
Phone: 813/639-5135

Mr. J. Keith Whitmer, Principal
Ms. Carol O. Stumpf, Director
Ms. Dorothy Stuart, Chr., L.A. Dept.

Charlotte High
1250 Cooper Street
Punta Gorda, Fl. 33950
Phone: 813/639-2118

Mr. Richard C. Wells, Principal

CITRUS COUNTY

County Office Personnel:

Mr. Roger Weaver, Superintendent
Ms. Bernadette Eggeart, Reading Supervisor
1501 W. Main Street
Inverness, Florida 32650
Phone: 904/726-1931

Schools:

Crystal River Middle
344 N. E. Crystal Street
Crystal River, Fl. 32639
Phone: 904/795-3805

Mr. Martin Lewis, Principal
Ms. Bennye Milton, Director

Inverness Middle
1950 U. S. 41 North
Inverness, Fl. 32650
Phone: 904/726-1471

Mr. William Eldridge, Principal
Ms. Merle Cottle, Reading Teacher
Ms. Mary Ben Scheff, Reading Teacher

CLAY COUNTY

County Office Personnel:

Mr. Jesse P. Tynes, Jr., Superintendent
Ms. Louise Porter, Supervisor
Box 488
Green Cove Springs, Florida 32043
Phone: 904/284-3041

Schools:

Clay High
Green Cove Springs, Fl. 32043
Phone: 904/284-9824

Mr. Joseph H. Elliott, Principal
Ms. Sandra Dunnavant, Director
Mr. Bob Kingston, L. A. Teacher
Ms. Linda Guibord, Teacher
Mr. Chet Sanders, Teacher

Schools:

Lakeside Middle
2750 Moody Rd.
Orange Park, Fl. 32073
Phone: 904/264-0533

Dr. Mary Zellner, Principal
Ms. Gloria Douaihy, Co-Director
Ms. Terrie Smith, Co-Director
Ms. Joyce Oleson, Aide
Ms. Linda Black, Teacher

S. Bryan Jennings Elementary
215 Corona Drive
Orange Park, Fl. 32073
Phone: 904/264-4529

Ms. Sara Reese, Principal
Ms. Pat Teller, Teacher
Ms. LaVonne O'Shields, Teacher

COLUMBIA COUNTY

County Office Personnel:

Dr. Frank Phillips, Superintendent
Dr. Rose Smith, Director of Elementary Education
P. O. Box 1148
Lake City, Fl. 32055
Phone: 904/752-0787

Schools:

Columbia High
Pennsylvania Ave.
Box 1059
Lake City, Fl. 32055
Phone: 904/752-2636

Mr. David Ellis, Principal
Ms. Marcy Vining, Director

DADE COUNTY

County Office Personnel:

Mr. Johnny Jones, Acting Superintendent
Ms. Marilyn J. Neff, Supervisor
1410 N.E. 2nd Ave., Rm. 210
Miami, Florida 33132
Phone: 305/350-3011

Schools:

Miami Edison Middle
6100 N. W. 2nd Ave.
Miami, Fl. 33127
Phone: 305/754-4683

Dr. Ed Trauschke, Principal
Ms. Evelyn Bullington, Teacher

Miami Jackson Senior High
1751 N. W. 36th Street
Miami, Fl. 33142
Phone: 305/634-2621

Mr. Percy Oliver, Principal
Ms. Selma Young, Reading Coordinator
Ms. Beverly Olson, Aide

Schools:	South Miami Senior High 6856 S. W. 53rd Street South Miami, Fl. 33155 Phone: 305/666-5871	Dr. Warren G. Burchell, Principal Dr. Elizabeth Henry, Asst. Principal Ms. Ann Powell, Director

DUVAL COUNTY

County Office Personnel:	Dr. Herb A. Sang, Superintendent Dr. Frazier M. Long, Asst. Superintendent Ms. Esther Miles, Supervisor of Reading Ms. Carolyn Hadley, Supervisor of L. A. 1741 Francis Street Jacksonville, Florida 32209 Phone: 904/633-6350

Schools:	Jacksonville Episcopal High 4455 Atlantic Blvd. Jacksonville, Fl. 32211 Phone: 904/396-5751	Dr. Horton C. Reed, Principal Ms. Vikki Register, Director Ms. Margie Whalen, Teacher
	Ribault Junior High 3610 Ribault Scenic Drive Jacksonville, Fl. 32208 Phone: 904/764-2426	Mr. Ted Montgomery, Principal Dr. Charlotte H. Lewis, Reading Mr. Mike Kimberl, L. A. Chr. Ms. Lydia Welsh, Reading
	Edward White High 1700 Old Middleburg Rd. Jacksonville, Fl. 32210 Phone: 904/786-4020	Mr. John Thombleson, Principal Ms. Natalie D. Guire, Teacher

ESCAMBIA COUNTY

Schools:	Pensacola Junior College Adult High 1000 College Blvd. Pensacola, Fl. 32504 Phone: 904/476-5410	Mr. C. M. Fillingim, Principal Ms. Nancy R. Thrasher, Director

FRANKLIN COUNTY

County Office Personnel:
Mr. Leon Tucker, Superintendent
Ms. Katherine Floyd, Supervisor of Instruction
P. O. Box 70
Apalachicola, Florida 32320
Phone: 904/653-8835

Schools:
Carrabelle High
Carrabelle, Fl. 32322
Phone: 904/697-3815

Mr. Clyde Holder, Principal
Ms. Linda Snell, Counselor
Ms. Kathy Krawchuck, Librarian

HENDRY COUNTY

County Office Personnel:
Dr. George H. Steele, Superintendent
Ms. Betty Fry, Supervisor
P. O. Box 787
La Belle, Florida 33935
Phone: 813/675-4001

Schools:
Clewiston Middle
Rt. 1, Box 7
Clewiston, Fl. 33440
Phone: 813/983-9134

Mr. Larry D. Worth, Principal

La Belle Middle
P. O. Box 98
La Belle, Fl. 33935
Phone: 813/675-0213

Mr. Luther Lay, Principal
Ms. Betty Meeks, Teacher

HERNANDO COUNTY

Schools:
Springstead High
1615 Mariner Blvd.
Spring Hill, Fl. 33512
Phone: 904/856-4562

Mr. John Donato, Principal
Ms. Rose Mary Gray, Director

HILLSBOROUGH COUNTY

Schools:
Jefferson High
4401 W. Cypress
Tampa, Fl. 33607
Phone: 813/877-0521

Dr. Sam Horton, Principal
Dr. Sara Ortuski, Asst. Principal
Mr. Ron Seelinger, Teacher

MADISON COUNTY

Schools:

North Florida Junior College
Turner Davis Drive
Madison, Fl. 32340
Phone: 904/973-2288

Dr. Walter Bishop, Vice President
Ms. Sherry Crapps, Director IMT Lab

MANATEE COUNTY

County Office Personnel:

Mr. William Bashaw, Superintendent
Ms. Mary Fitzgerald, Reading Supervisor
Mr. Dan Nolan, L. A. Supervisor
Dr. Patrick G. Mullins, S. S. Supervisor
215 Manatee Ave. West
Bradenton, Florida 33505
Phone: 813/746-5171

Schools:

Harlee Middle
6423 9th Street East
Bradenton, Fl. 33505
Phone: 813/756-8736

Mr. C. W. (Bill) King, Principal
Mr. Joe Graham, Director
Ms. Elaine Smith, Dept. Chr.

W. D. Sugg Middle
3801 59th Street West
Bradenton, Fl. 33505
Phone: 813/756-9536

Mr. Rock Payne, Principal
Mr. George Anderson, Asst. Principal
Ms. Ellen Bell, Director
Mr. Steve Grahan, L. A. Chr.

Bayshore High
5323 34th Street West
Bradenton, Fl. 33507
Phone: 813/755-2601

Mr. Robert Stewart, Principal
Ms. Nancy Bullen, Teacher
Mr. Tom Wailand, Teacher

MARION COUNTY

County Office Personnel:

Mr. William Fish, Superintendent
Ms. Gwen Crum, Curriculum Supervisor
512 S. W. 3rd Street
P. O. Box 13
Ocala, Florida 32670
Phone: 904/732-8041

Schools:	Lake Weir Middle Rt. 2, Box 363 Summerfield, Fl. 32691 Phone: 904/288-4001	Mr. Ralph Archibald, Principal Ms. Shirley Nichols, Coordinator Ms. Vera Adams, Teacher Mr. Ken Van Ormon, Teacher Ms. Judy Gadd, Teacher
	Dunnellon High P. O. Box 188 Dunnellon, Fl. 32630 Phone: 904/489-3341	Mr. Ron Wheelis, Principal Ms. Kathy Joiner, Teacher Ms. Cheryl Wells, Teacher Ms. Kathy Sammons, Aide
	Dunnellon Middle P. O. Box 608 Dunnellon, Fl. 32630 Phone: 904/489-2395	Mr. Horace Lisenby, Principal Mr. George Kerutis, Teacher Ms. Barbara Thomas, Teacher Ms. Gwen Bozak, Aide
	Forest High 1614 S. E. Ft. King St. Ocala, Fl. 32670 Phone: 904/629-8711	Mr. Mikey Kelly, Principal Ms. Pat Roche, Counselor/Director Ms. Susan Morris, Teacher
	Fort King Middle 545 N. E. 17th Ave. Ocala, Fl. 32670 Phone: 904/622-5186	Mr. Jewett Springer, Principal Ms. Jane McClellan, Coordinator Ms. Beverly Harwood, Director Ms. Lou Nealis, Teacher
	Howard Middle 1108 N. W. 16th Ave. Ocala, Fl. 32670 Phone: 904/629-9510	Mr. Robert E. Jones, Principal Mr. Charles Gadd, Coordinator Ms. Emily Butler, Teacher Ms. Debbie Finley, Teacher
	Lake Weir High Rt. 2, Box 363 Summerfield, Fl. 32691 Phone: 904/687-4040	Mr. Robert G. Folsom, Principal Ms. Pat Hall, Teacher
	North Marion High P. O. Box 299 Sparr, Fl. 32690 Phone: 904/622-3177	Mr. Stan Toole, Principal Ms. Ruth Marcos, Asst. Principal Ms. Pat Conlon, Teacher Ms. Betsy Crereling, Teacher Ms. Reomea Unolog, Teacher Ms. Pat Priest, Teacher Ms. Judy Sphultz, Teacher Mr. Donald Trant, Teacher Ms. Vivian Lee, Teacher Ms. Terri Markle, Teacher Ms. Cheryl Baker, Aide

Schools:	North Marion Middle P. O. Box 128 Reddick, Fl. 32686 Phone: 904/622-3111	Mr. William Caton, Principal Ms. Elaine Lane, Coordinator Ms. Annell Rubly (6th grade) Ms. Lillian Johnson (7th grade) Ms. Carrie Lee (8th grade)
	Osceola Middle 526 S. E. Tuscawilla Ocala, Fl. 32670 Phone: 904/622-5171	Mr. Nick Marcos, Principal Ms. Joan Mulvahill, Coordinator Ms. Acola Jackson, Director (8th grade) Ms. Audry Caton (6th grade) Ms. Lucille Ayers (7th grade) Ms. Dunnel Bartell, Teacher
	Vanguard High 7 N. W. 28th Street Ocala, Fl. 32670 Phone: 904/629-8994	Mr. Leon Rogers, Principal Ms. Charlotte Trentleman, Director Ms. Dorothy Nieman, Aide Ms. Rhonda Royston, Teacher Ms. Glory Williams, Teacher

OKEECHOBEE COUNTY

County Office Personnel:
Dr. William Gardner, Superintendent
Ms. Dolly Markham, Supervisor
100 S. W. 5th Ave.
Okeechobee, Fl. 33472
Phone: 813/763-3157

Schools:	Okeechobee High Rt. 1 Box 75 Okeechobee, Fl. 33472 Phone: 813/763-2777	Mr. Gans Earnest, Principal Ms. Grace Larson, Director Ms. Linda Coles, Librarian
	Okeechobee Junior High 610 S. W. 2nd Ave. Okeechobee, Fl. 33472 Phone: 813/763-4312	Mr. Jerry T. Beggs, Principal Ms. Susan Smith, Director

ORANGE COUNTY

County Office Personnel:
Dr. L. Linton Deck, Jr., Superintendent
Dr. Larry L. Zenke, Deputy Supt. for Instruction
Ms. Joy Monihan, Reading Supervisor
P. O. Box 271 - 434 N. Tampa Ave.
Orlando, Florida 32802
Phone: 305/241-4651

Schools:

Edgewater High
3100 Edgewater Drive
Orlando, Fl. 32804
Phone: 305/849-0130

Mr. Charles Rohrer, Principal
Ms. Mary Eliza Wilson, Director
Ms. Garland G. Stiles, Reading Specialist

Ocoee Junior High
300 S. Bluford St.
Ocoee, Fl. 32761
Phone: 305/656-4133

Mr. Robert Williams, Principal
Ms. Bess Hinson, Director

Stone Wall Jackson Junior High
1103 Stonewall Jackson Rd.
Orlando, Fl. 32761
Phone: 305/275-1230

Ms. Ruth Isbell, Reading Teacher
Mr. Ronald Froman, Math Teache

OSCEOLA COUNTY

County Office Personnel:

Mr. Steven Sharpe, Superintendent
Ms. Ervilla Walsh, Reading Supervisor
P. O. Box 370
401 N. Church Street
Kissimmee, Fl. 32741
Phone: 305/847-3147

Schools:

Beaumont Middle
W. Sumner Street
Kissimmee, Fl. 32741
Phone: 305/847-5249

Mr. Edward Taylor, Principal
Ms. Bonnie E. Miller, Director

Denn John Middle
2001 Denn John Lane
Kissimmee, Fl. 32741
Phone: 305/846-2742

Mr. John B. Hayes, Principal
Ms. Cheryl Floyd, Director

St. Cloud Middle
1975 Michigan Ave.
St. Cloud, Fl. 32769
Phone: 305/892-5181

Ms. Ida Faye Oglesby, Principal
Ms. Grace Johnston, Director

PALM BEACH COUNTY

County Office Personnel:
Dr. Joseph Carrol, Superintendent
Dr. Gloria Kuchinchas, Executive Director - Compensatory and Developmental Programs
3323 Belvedere Rd.
West Palm Beach, Florida 33405
Phone: 305/683-0050

NORTH AREA - PALM BEACH

County Office Personnel:
Mr. Britton Sayles, Area Superintendent
Dr. Nancy Jones, Asst. Superintendent
Ms. Catherine Riffle, Reading Specialist
1160 Ave. "O"
Riviera Beach, Florida 33404
Phone: 305/844-4361

Schools:

Adult Education Center 1235 15th Street West Palm Beach, Fl. 33407 Phone: 305/683-0050	Mr. Mike Robbins, Principal Ms. Phyllis Ruszat, Teacher
Howell Watkins Junior High 9480 Garden Blvd. Palm Beach Gardens, Fl. 33403 Phone: 305/622-4262	Mr. J. Kenneth Schrimsher, Principal Ms. Ardata Ferguson, Director - 7th grade lab Mr. Tom Barrett, Director - 8th grade
J. F. Kennedy Junior High P. O. Box 10606 Riviera Beach, Fl. 33404 Phone: 305/842-1551	Mr. Arthur F. King, Principal Dr. Katherine Schnessler, Asst. Principal Ms. Diane Bollinger, Co-Director Ms. Elizabeth Sullivan, Co-Director
Jupiter Elementary Route 2 Jupiter, Fl. 33458 Phone: 305/746-4549	Ms. Elizabeth Bardin, Principal Ms. Margaret Hutchinson, Director
Jupiter Middle 500 South Perry Ave. Jupiter, Fl. 33458 Phone: 305/746-6613	Dr. Carmen Archetti, Principal Ms. Sandra Hudnell, Director

	Jupiter Senior High 601 Toney Penna Drive Jupiter, Fl. 33458 Phone: 305/746-7462	Dr. Joseph A. Orr, Principal Ms. Alma Garbarino, Director
	Palm Beach Gardens High 4525 Holly Drive Palm Beach Gardens, Fl. 33403 Phone: 305/622-3636	Mr. Luke Thornton, Principal Ms. Jane D. Sharrock, Director
	Sun Coast High Hornet Blvd. Riviera Beach, Fl. 33404 Phone: 305/842-3266	Mr. Martin Gold, Principal Ms. Penny Beers, Director

NORTH CENTRAL AREA - PALM BEACH

County Office Personnel: Dr. Marshall Jenkins, Area Superintendent
Dr. John Munroe, Asst. Superintendent
Ms. Beverly Barton, Reading Consultant
3323 Belvedere Rd.
West Palm Beach, Florida 33405
Phone: 305/683-0050

Schools:	Conniston Junior High 673 Conniston Rd. West Palm Beach, Fl. 33405 Phone: 305/832-8493	Mr. Ulysses Smith, Principal Ms. Coralie Glickman, Co-Directo Ms. Yvonne Herring, Co-Director
	Forrest Hill High 6901 Parker Ave. West Palm Beach, Fl. 33409 Phone: 305/585-5592	Mr. Arthur J. Palin, Principal Ms. Vicki Minton, Director
	Golfview Junior High 4260 West Gate Ave. West Palm Beach, Fl. 33409 Phone: 305/683-8111	Mr. John C. Golden, Principal Ms. Marianne Conroy, Director
	Palm Beach Public Cocoanut Row & Seaview Ave. West Palm Beach, Fl. 33480 Phone: 305/655-7240	Mr. Walter Burkhart, Principal Ms. Mary Jane Roberts, Director

Roosevelt Junior High
1601 North Tamarind Ave.
West Palm Beach, Fl.
33407
Phone: 305/833-5602

Ms. Earlene J. Watson, Principal
Ms. Anna C. Garcia, Co-Director
Ms. Sharon Irby, Co-Director

SOUTH CENTRAL AREA - PALM BEACH

County Office Personnel:
Dr. Charles Perry, Area Superintendent
Mr. Tom Mills, Asst. Superintendent
Ms. Ruth Halverson, Reading Consultant
3323 Belvedere Rd.
West Palm Beach, Florida 33405
Phone: 305/737-7300

Schools:

Jefferson Davis Middle
1530 Kirk Rd.
West Palm Beach, Fl. 33406
Phone: 305/965-3100

Mr. Herman L. Close, Principal
Ms. Nancy Woodall, Director

Lantana Junior High
1225 West Drew Street
Lantana, Fl. 33460
Phone: 305/585-5518

Mr. William Goode, Principal
Ms. Dorothy Young, Director

John I. Leonard High
4701 10th Ave. North
Lake Worth, Fl. 33460
Phone: 305/965-7550

Mr. Mel Adolphson, Principal
Ms. Mildred Stone, Chr., L. A.
Ms. Barbara Huneeus, Reading
Ms. Corine Slade, Reading
Ms. Joan Theut, Reading
Ms. Mary Davis, Reading

Lake Worth High
101 College Street
Lake Worth, Fl. 33460
Phone: 305/585-4611

Mr. J. Curtis Woodall, Principal
Mr. Bill Mowry, Asst. Principal
Dr. John Meyer, Asst. Principal
Ms. Bobbie Church, Co-Director
Ms. Renee Jeromino, Co-Director
Ms. Margaret Cross, Teacher
Ms. Virginia Weeks, Teacher
Ms. Ardis Wells, Teacher

SOUTH AREA - PALM BEACH

County Office Personnel:
Dr. John McDonald, Area Superintendent
Dr. Bruce McDonald, Asst. Superintendent
Ms. Charita Snyder, Reading Consultant
505 S. Congress Avenue
Boynton Beach, Florida 33435
Phone: 305/737-7300

Schools:	Boca Raton Community Middle 1251 N. W. 8th Street Boca Raton, Fl. 33432 Phone: 305/391-3220	Dr. William Pinder, Principal Ms. Yvonne B. Simmons, Co-Director Ms. Linda J. Stewart, Co-Director
	Boynton Beach Junior High 461 N. W. 2nd Ave. Boynton Beach, Fl. 33430 Phone: 305/732-4014	Mr. Renise Lansing, Principal Mr. George McMullen, Director

WEST AREA - PALM BEACH

County Office Personnel:
Mr. Dick Berryman, Area Superintendent
Ms. Mary Jassoy, Reading Consultant
1901 N. W. 16th Street
Belle Glade, Fl. 33430
Phone: 305/996-7617

Schools:	East Lake Middle 541 Rardin Ave. Pahokee, Fl. 33476 Phone: 305/924-5286	Ms. Gladys A. Rich, Principal Ms. Dorhea Kahle, Director
	Lake Shore Junior High 1101 S. W. AVE. E. Belle Glade, Fl. 33430 Phone: 305/996-6591	Dr. Kenneth G. Loveless, Principal Mr. Bruce King, Director

POLK COUNTY

County Office Personnel:
Dr. Homer Addair, Superintendent
Ms. Alice Woods, Supervisor of Reading
P. O. Box 391
Bartow, Florida 33830
Phone: 813/533-3101

Schools:	Ft. Meade High 700 Edgewood Dr. Ft. Meade, Fl. 33841 Phone: 813/285-8174	Mr. James Paige, Principal Ms. Sylvia Baerhold, Director
	Ft. Meade Middle 610 S. Charleston Ft. Meade, Fl. 33841 Phone: 813/285-9553	Mr. Robert E. Allison, Principal Mr. Thomas Rhamstine, Teacher Ms. Rita Stratton, Teacher Ms. Terry Boehm, Teacher

PUTNAM COUNTY

Schools:	Palatka Middle 1101 Hussom Ave. Palatka, Fl. 32077 Phone: 904/328-4621	Mr. O. B. Hendrix, Principal Ms. Nelda Newsome, Teacher

SANTA ROSA COUNTY

Schools:	Milton High Stewart Street Milton, Fl. 32570 Phone: 904/623-3421	Mr. James E. Cook, Principal Mr. Clifford Parker, Curriculum Coordinator Ms. Patricia Carver, Teacher Ms. Marion Shepard, Teacher

SARASOTA COUNTY

Schools:	New Directions Vo-Tech 4748 Beneva Rd. Sarasota, Fl. 33577 Phone: 813/958-6326	Mr. Chuck Eaton, Supervisor Ms. Nancy Needham, Teacher Ms. Christy Hutchens, Teacher

SUWANEE COUNTY

Schools:	Suwanee High Pine Avenue Live Oak, Fl. 32060 Phone: 904/362-1433	Mr. O. P. Warren, Principal Ms. Virginia Johnson, L. A., Chr. Ms. Connie Connon, Teacher Ms. Shirley Albritton, Teacher Ms. Laura Hodges, Teacher Ms. Emma Love, Teacher

UNION COUNTY

County Office Personnel:
Mr. James Cason, Superintendent
P. O. Box 128
Lake Butler, Florida 32054
Phone: 904/496-2112

Schools:
Union County High
1000 South Lake Ave.
Lake Butler, Fl. 32054
Phone: 904/496-3551

Mr. B. R. Foister, Principal
Ms. Robin Bates, Director

VOLUSIA COUNTY

County Office Personnel:
Dr. Donald Gill, Superintendent
Ms. Lynn Gold, Reading Specialist
Ms. Evelyn Lynn, L. A. Supervisor
P. O. Box 1910
Education Development Center
Daytona Beach, Florida 32015
Phone: 904/734-7190

Schools:
Holly Hill Junior High
1200 Center Street
Holly Hill, Fl. 32017
Phone: 904/252-0421

Mr. Alex Robertson, Principal
Mr. Richard Jones, Co-Director
Ms. Lillian Parker, Co-Director
Ms. Nell Sloan, Counselor

UNIVERSITY OF FLORIDA

Department:
P. K. Yonge Laboratory School
University of Florida
1080 S. W. 11th Street
Gainesville, Fl. 32611
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